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**BULLETIN OF THE
NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL
PRINCIPALS**

*Issued Five Times a Year
January, March, April, May, and October*

JANUARY, 1928

Entered as second-class matter, December 29, 1925, at the post office at Berwyn, Illinois, under the Act of August 24, 1912. Acceptance for mailing at special rate of postage, provided for in Section 412, Act of February 28, 1925, authorized March 30, 1927.

BULLETIN NUMBER 19

Guidance in Secondary Schools

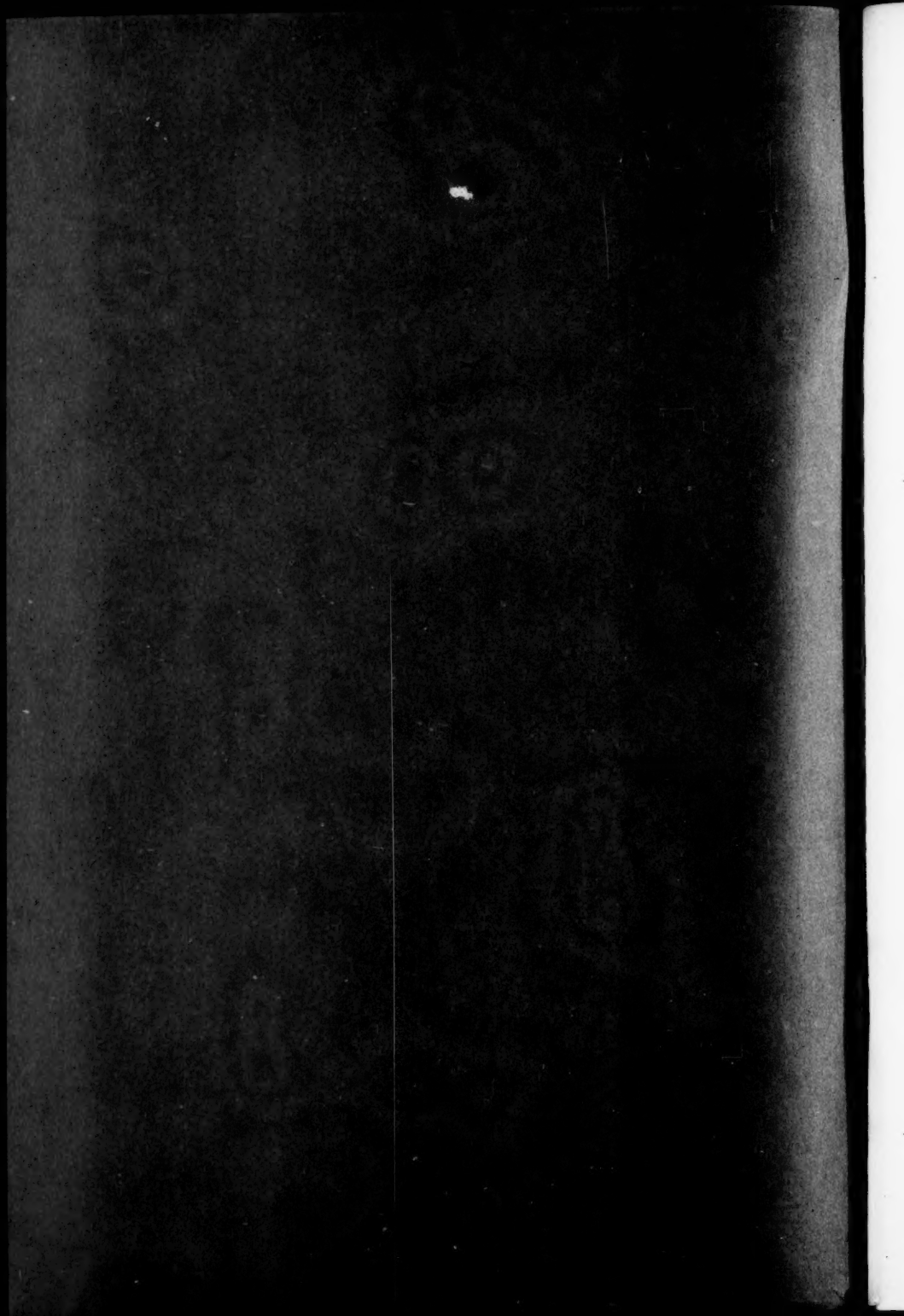
**NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS**

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J. Sterling Morton High School

CICERO, ILLINOIS



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GUIDANCE IN SECONDARY SCHOOLS
REPORT OF COMMITTEE ON GUIDANCE

Published under the direction of the
National Association of Secondary-School Principals

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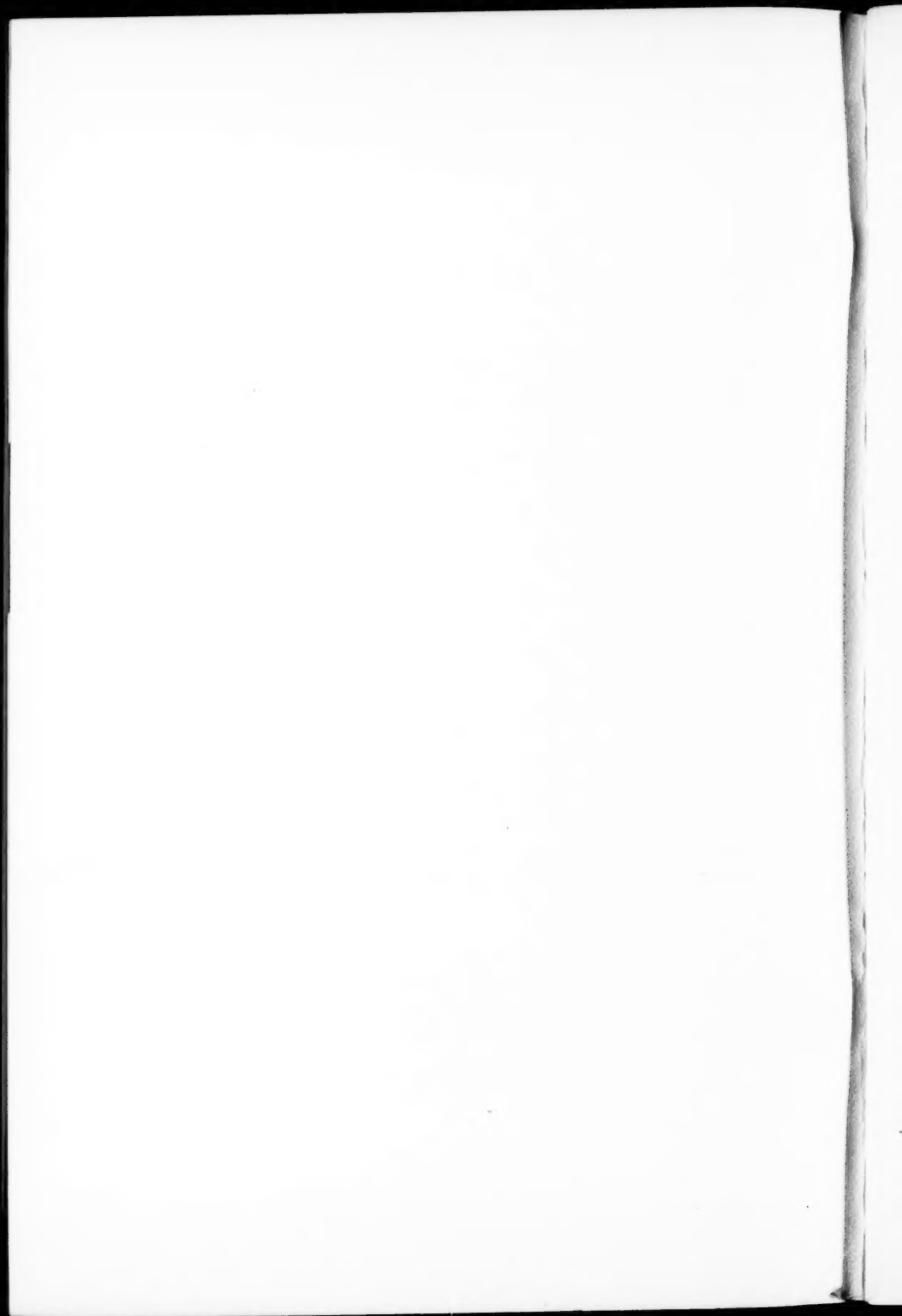
All communications for bulletins should be directed to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois; J. Sterling Morton High School, Cicero, Illinois, Secretary of the National Association of Secondary-School Principals.

These bulletins are free to all members of the National Association of Secondary-School Principals.

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I. GUIDANCE IN SECONDARY SCHOOLS

The extension of compulsory education into the age regions of the secondary school and the growing interest of all classes of people in general education have created problems of educational administration which were seldom encountered in secondary schools a generation ago. Then, the decision to send or not to send a child to high school was made by the family. The individual who presented himself for admission to a secondary school usually knew what he was seeking. Such matters as the opportunities offered by the secondary school, the use the individual would make of his educational opportunities, the sacrifice entailed by the family that the individual member might have the advantages provided, were usually discussed in family council before an individual was permitted to enter upon his secondary-school career.

After admission, the individual was primarily responsible for his own failure of success. He knew in advance what the school offered, and earnestness of purpose was assumed. If he failed to meet the requirements of the school, he either tried again or voluntarily withdrew. It was taken for granted by the individual that the family sacrifice should not be in vain and that the school was not maintained for those who could not profit from the work which it provided.

To-day, the situation described in the preceding paragraphs has been greatly changed. In some States pupils are required to attend school until 14, 16, or 18 years of age. In many communities public sentiment for secondary education is so strong that parents insist on their children remaining in school irrespective of the personal value received. As a result the secondary school is compelled to undergo marked adjustments in an attempt to meet the needs of its changed personnel. Instead of a required curriculum designed to prepare chiefly for admission to college, many curriculums are now offered from which the pupils may select. Instead of placing the responsibility for accomplishment solely on the pupils the school now undertakes to guide and direct the development of the capacities which its individual pupils possess.

A. NEEDS OF PUPILS FOR GUIDANCE

The adjustment of pupils of high-school age to the complex environment in which they live is no simple matter. The individual's world to-day is vastly larger and more complex than it was a generation ago. Science and scientific methods have greatly

extended the local environment of the youth everywhere. As a result he is virtually overwhelmed with experience which he cannot fully understand or clearly interpret for want of an adequate basis.

The home no longer provides the basis needed for the interpretation of many of the experiences encountered by the youth. The vocational specialization of parents and the marked changes in the modes of family life have restricted the influence of the home as an integrating institution. Unless the school assumes the function formerly discharged by the home, the pupil is apt to flounder for want of guidance and may fail to find himself with respect to his interests and capacities or to take full advantage of the opportunities which the school and community provide for his growth and development.

The needs of the youth of high-school age particularly for guidance are both many and varied. He is undergoing marked physical, mental, and social development. With inner changes taking place which at times baffle his understanding and outer experiences being thrust upon him which defy interpretation, the youth frequently becomes maladjusted with respect to family, school, and community. At the time in the individual's life when guidance is most needed he frequently neither understands himself nor is understood by those on whom he would depend.

It should not be inferred from what has been said that the secondary school must act *in loco parentis* to the pupil. However, the schools must supplement the home in helping the pupil properly to integrate himself with respect to school and community life. It cannot perform its new responsibility by applying tests which will eliminate all of its pupils save a given type. It must ascertain the needs of the pupil material received and supply the kinds of guidance which the pupils as individuals require.

B. GUIDANCE PROGRAMS IN SECONDARY SCHOOLS

Comparatively few secondary schools have formulated a systematic program of pupil guidance. The reasons for the failure to do so are: (1) Many school men have misunderstood the guidance movement and are, therefore, prejudiced against it; (2) Some have thought of guidance as belonging only to vocational schools or industrial training and as a result have neglected to undertake education, social, or personal guidance which vocational guidance presupposes; (3) Some have felt that guidance required

additional expense and an organization beyond the reach of the ordinary school and have, therefore, dismissed the idea as impracticable or impossible; (4) Others have maintained that the responsibility for guidance rests solely with the individual and the home and that the guidance function does not concern the school; (5) Many have entertained a favorable attitude toward the guidance function of the school but have not known how to set up a program of counseling and guidance for their respective schools.

C. PURPOSE OF THE BULLETIN

It is the purpose of this bulletin to remove the misconceptions of those who have misunderstood the guidance movement and to supply information of a basic sort which will enable the secondary schools to formulate and to carry out a systematic program of purposeful guidance. The bulletin has been prepared with the idea of meeting particularly the needs of the smaller secondary schools which cannot afford to employ the services of the trained expert in guidance work.

D. THE MEANING OF GUIDANCE

Throughout the bulletin the term guidance is used in its broadest sense, namely, the act of leading or directing through counsel and advice. The fulfillment of the function of guidance is predicated on two facts: (1) Knowledge of the needs of the individual concerned; and (2) The willingness of the individual to seek for self-discovery along lines indicated by the counsellor or guide.

Knowledge of individuals is not required by occult or mysterious means. It comes as a result of the discovery, analysis, and interpretation of the facts and conditions which make the individual what he is. Understanding on the part of the counselor enables him to give counsel and advice, but it cannot be assumed that such will be received by the individual concerned. The individual must be made willing to accept guidance before changes can be produced in his responses to the stimuli of environment.

The difficulties of acquiring understanding and of creating a favorable attitude towards guidance have deterred parents and schools from accepting the responsibility. The easy way has been to adopt the *laissez faire* attitude and permit the youth to make mistakes and to discover errors through experience. If all errors

could be retrieved without serious consequences to the individual and society, the policy might, at least, be condoned; but such is not the case. The school exists to aid the individual to acquire desirable experience and to avoid serious errors. It, therefore, must accept responsibility for guidance and must create the organization and develop the methods which will enable it to give counsel and guidance successfully.

II. A PLAN OF ORGANIZATION FOR GUIDANCE WITHIN THE SECONDARY SCHOOL

A. THE NEED FOR ORGANIZATION

When two or more people attempt to share or to divide the duties and responsibilities of a given piece of work the problem of organization begins. This procedure is essential not alone for the defining of functions but for the securing of greater efficiency. Guidance presents a very complicated problem. There are many factors entering into each individual case. Every activity of the school is concerned. It calls for the services of all who have had varied experiences and special training in certain fields. Therefore, if the aims of guidance are to be realized, some definite scheme of organization must be adapted to the needs of each school undertaking the problem.

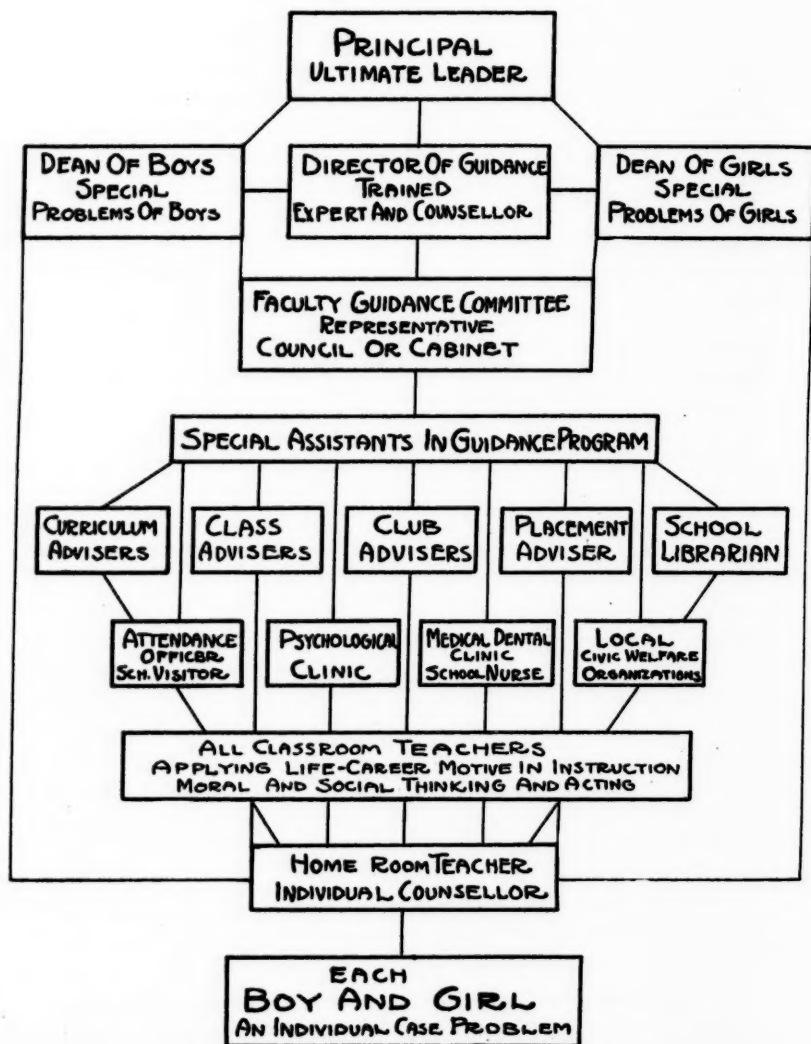
To assist those who may desire to formulate a plan of organization, the accompanying chart has been prepared for the purpose of presenting in graphic form a comprehensive view of the possibility of employing the entire faculty in carrying on a program of guidance within the school.

1. *Explanation of Chart.* It is impossible to express accurately by means of a diagram or chart all of the ramifications of a more or less complex organization. However, the accompanying chart will serve the purpose of visualizing the possibility of using all of the resources available within the secondary school. No attempt is made to connect this scheme of organization with a city-wide department of guidance, assuming that such contact would be made through the "director of guidance" or "building counselor."

Comparatively few secondary schools in the country will have all of the features represented in the chart nor are all of them essential to any one organization. The chart includes most of the factors to be found in the various plans of organization now in use. Each school, large or small, junior high or senior high, will necessarily adapt as much or as little of the scheme as the local administration demands.

The great majority of the secondary schools in the country are classified as small schools with few teachers and with few resources. With this fact in mind the development of the plan of organization will begin with the possibilities of the small school adding the special features as the school may be assumed to grow in size and facilities.

ORGANIZATION OF THE SECONDARY SCHOOL
FOR
GUIDANCE



B. THE RESPONSIBILITY OF THE PRINCIPAL

The principal is ultimately responsible for the success or failure of all activities within his school. His interest or lack of interest may promote or kill the project. Whatever the organization, the principal must continue to be the authoritative head, the inspirational leader, the coördinator, and supervisor of the program for guidance.

In the very small school, dealing directly with his teachers and pupils, the principal must necessarily perform the functions of director and expert counselor in all lines of guidance. He must work with and through his few teachers according to their ability and fitness to give assistance. He must also give much time to personal conferences with the individual pupils.

However large the school may become the principal must still retain the inspirational leadership and must keep the personal relationships with both teachers and pupils as close as possible. In time the principal may delegate the immediate direction of the program to a trained expert in the field of research and guidance. In either case the one who assumes the responsibility must have a live interest in the problem, a thorough knowledge of the technique of guidance, and be capable of working out a definite plan of organization to meet the needs of the local situation.

C. VICE-PRINCIPAL OR DEAN

As the school increases in enrollment it will become necessary for the principal to delegate some of the responsibilities for guidance to others. It often happens in the small school that a certain teacher of rich experience, sympathetic nature, and good judgment develops into a splendid counselor. Such a teacher should be recognized and be given such time and reward as may be possible according to the extra duties imposed. In some schools the teacher is given recognition by being made dean or vice-principal. In this case, if the principal is a man, he can act as the counselor of boys and the vice-principal or dean, when a woman, as counselor of girls. The plan will include all types of counseling, educational, vocational, social, and moral. Hence, those who assume the responsibilities should fit themselves as best they can for the problems involved.

D. EXPERT DIRECTOR OF GUIDANCE

When the school has grown to the size that will warrant the employment of a trained expert in the field of guidance, such a

person should be secured. All who have attempted to give vocational advice soon discover their own lack of essential information and experience for the work. Such an officer is best fitted to manage the problem of placement and the following-up of pupils in employment. The officer should relieve the principal of much of the detail and responsibility of carrying on the program of guidance. He will also relieve the deans of the vocational counseling, leaving to them the special moral and social cases which may involve the policies or authority of the school.

E. THE FACULTY COMMITTEE

The committee of the faculty appointed by the principal to assume certain responsibilities for the guidance program will function differently in various schools according to the size of the school and the nature of the duties to be performed.

Without a trained counselor employed by the school, the principal may appoint a committee of a few interested teachers to assume the planning and directing of the whole program. The individual members of the committee sometimes because of their work and fitness, assume the role of special counselors.

Whatever the size of the school or the extent of the organization there should always be a faculty committee on guidance. This committee should be composed of teachers actively engaged in different phases of the work. If, for illustration, this committee should include a dean, a head of a department, a classroom teacher, a homeroom teacher, and the librarian, the spirit of the enterprise would spread to all phases of the school work. It would also be well to change the personnel of the committee to some extent from year to year in order that an atmosphere of purposeful activity may characterize the whole school.

The committee in a completed organization will then act as a council or cabinet for the principal, or the expert counselor, who may act as director of guidance for the school. In the group will be discussed the more difficult guidance problems confronting the school, the policies which should be followed, and the more definite plans to be put into operation.

F. SPECIAL ASSISTANTS IN GUIDANCE

In each school will be found some teachers who are peculiarly fitted by personality, experience, or training to be of special help in carrying on some particular work in guidance. It is also true

that outside of the school itself, but closely affiliated with it, in the school system or in the community, are certain individuals who may be called upon to assist in carrying out the complete plan. These assistants may not all be available or desirable in any one school. However, they are mentioned for the benefit of such schools as may employ them.

G. DEPARTMENTAL OR CURRICULUM ADVISERS

As soon as the school is large enough to offer differentiated curricula and there are enough teachers of a given subject to warrant the employment of department heads, another opportunity is provided for the principal to delegate some of his functions as counselor to others. Some teacher may develop a special interest in preparation for college, and will make a thorough study of guidance for the professions. This teacher, by making a study of professional schools and higher institutions of learning, may also fit himself to give expert advice to all who may wish to prepare for further study beyond the high school, and so become known as a curriculum adviser. Also with the growth of a commercial department, one of the teachers may have had a varied experience in the business world, and by making a study of employment opportunities, and keeping in touch with local employers and higher schools of business, would naturally become the special adviser for the pupils who were looking toward a business career. In the same manner with the introduction of the industrial arts, the leading teacher will become the special adviser of such pupils as may enter the industrial field. He, also, will become the co-ordinator between the school and the industry, placing and following-up his students who enter permanent employment. Other teachers may have had unusual training or experience which will make them valuable as special advisers within their peculiar fields. By the methods described some schools develop the curriculum advisers.

H. CLUB ADVISERS

Teachers, who act as advisers of certain clubs or extra-curriculum activities, often play a very important part in the guidance program. Many of the club activities center about a vocational interest such as the Radio Club, the "Ad" Club, the school paper, the Business Girls' Club, the College Club, the Travel Club, and many others. Nearly every club can be used to study and pos-

sibly to develop some interests and abilities which will have an influence upon the choice of a life career. The club advisers should not be omitted from the organization for guidance.

I. CLASS ADVISERS

In some schools it has been found desirable to designate certain teachers as class advisers. It is very common to appoint a senior adviser, whether other class advisers exist or not, to assist the graduation class in planning and carrying out its social program. Sometimes this adviser assumes, or is asked to take, the responsibility of checking up the entrance requirements of those in the class who are planning to enter college. From these duties others are gradually assumed until the senior class adviser becomes a very influential factor in guiding the pupils along vocational, social, and moral lines.

The next class adviser in importance is for the freshmen or first-year pupils. Such an adviser can do a most valuable service in adjusting these individuals to the life and work of the school. Right ambitions, ideals, attitudes, and habits of study are vital to a proper start. It is often desirable to have this teacher act as adviser for the entering class until it reaches the senior year and, then, to turn it over to the senior adviser who has made a specialty of directing the senior functions.

J. GROUP ADVISERS

The group adviser system has not proved to be successful when there is no particular reason other than advice and guidance for that teacher and that group to be associated. Some schools have tried to assign arbitrarily a group of about thirty or forty entering pupils to a teacher who is supposed to act as their special adviser. This scheme is almost certain of failure unless the teacher acts at the same time as a club leader, classroom teacher, or homeroom teacher for the same group of pupils. The fundamental principle involved is that guidance in all of its forms must be employed not as an end in itself but as a natural outcome of some school activity.

K. THE PLACEMENT ADVISER

The problem of placement whether centralized in a department for all of the schools in the system or not, must have its

representative in the single building. This individual may be the building counselor or someone to whom the duties are delegated. As there are so few school systems so provided it is necessary for most secondary schools to work out their own scheme. As suggested under the head of "curriculum advisers," the head of the commercial or industrial department may develop contacts with employers to the extent that his work has grown naturally into a placement service which may be enlarged to serve the needs of the whole school. Every school should consider the problem broadly to cover the proper placement of the output whether it is in further study, or employment, or the combination of the two and with such follow-up and adjustment assistance as may be accomplished.

L. THE SCHOOL LIBRARIAN

The modern school library with its trained librarian can render a most important service in assisting all phases of the guidance program. Sections of the shelves are now set apart for books helpful to both advisers and pupils. Special guidance bulletins and exhibits may find a place in the library. The librarian must also be able to advise and assist those seeking vocational and other guidance material.

In one city the high-school pupils were asked to list their first, second, and third choices of vocations. Two hundred and eighty-three occupations were mentioned. Then the librarians arranged a bibliography for each of these vocations. They were published and distributed among the high schools of the city.

In lieu of the school library or in coöperation therewith the public library may function in much the same manner as described above.

M. THE ATTENDANCE OFFICER AND SCHOOL VISITOR

Truancy is often the result of maladjustment in school work. A good attendance officer who is something more than a policeman can do a great deal in bringing about a closer coöperation between the home and the school. For pupils beyond the compulsory school attendance age a school visitor is often employed to great advantage. This is especially true among pupils of foreign parentage. Our problems of guidance are often problems of dealing with parents. This is not only true of the foreign parent but also of the wealthy American parent as well. The school

visitor is also able to secure much valuable information needed in the guidance of the pupil that possibly can be obtained in no other way.

N. THE PSYCHOLOGICAL CLINIC

A few of our large school systems employ trained psychologists or other experts who can give the individual tests which are quite essential in the solution of certain type cases. If such a clinic is not available the director or building counselor should be able to give such tests. Many of our most difficult cases are made clear by proper examinations and sociological investigations.

O. THE MEDICAL CLINIC

School doctors, dentists, and nurses are quite common to-day. However, we may not have made full use of these officers in the guidance program. The correlation between health or physical deficiency and school work is very high. Many of the problems of failure, of discipline, and of immoral or unmoral conduct can be explained and often remedied by a thorough physical examination and expert judgment.

P. LOCAL CIVIC ORGANIZATIONS

In every community there will be a number of civic and welfare organizations which will be found willing and ready to coöperate in a program of guidance. The principal should always keep in active touch with such activities and should use them to the advantage of the pupils.

The parent-teacher associations may be used to bring about a closer coöperation between the school and the home in guiding the pupil toward the best choice of studies to meet the abilities of the individual, in helping him in the formation of right habits of study, work, and play.

The local chamber of commerce will always be interested in fostering the organization of a junior chamber of commerce to study the business and industrial opportunities of the city, and in coöperating with the senior organization in promoting all good things for the community.

The Y. M. C. A., Y. W. C. A., Scouts, Camp Fire Girls and similar organizations have much to offer in the program of guid-

ance. The "Find Yourself Campaign," "Move Up Forward Week," and "Choosing a Vocation Week" have all proved valuable in many communities.

In connection with these campaigns intended to arouse ambition and to give purpose to school work, the Rotary and Kiwanis clubs often act as advisers for the several vocations.

Other welfare societies and clinics can often render service to be obtained in no other way in investigating and assisting in the solution of special and difficult cases. Every such connection with a local group helps to educate the public with respect to the movement for guidance and to gain the good will and support of the community.

Q. THE CLASSROOM TEACHER

There is no scheme of motivation of classroom work more practical or more effective than making use of the "life-career motive" either actual or assumed of the individual pupil. Every subject of the secondary-school program of studies makes its own peculiar contribution to the life and work of the future citizen. Its applications are as varied as the pupils in the class. This gives an opportunity to the classroom teacher who knows her pupils intimately to make use of their ambitions or possibly to arouse their ambitions in obtaining from that subject all that will possibly be of help to them in their future life work. In this manner individual differences may be recognized in more ways than just in academic ability. The possibilities are unlimited for the teacher who is alert and who is inspired with the ideal of purposeful activity on the part of every pupil.

Another responsibility of the classroom teacher is that of studying the individual pupil from the point of view of his interests, aptitudes, abilities, or disabilities as shown in the particular subject. When this is done the teacher should be ready and willing to make regular or special reports on the individual pupil when requested by the counselor for purposes of guidance and adjustment. This is peculiarly true in the junior high school in which guidance is the great and most important objective. It is here that the pupils are being studied as individuals and are being put through a number of exploratory experiences to the end that choices of subjects and curricula may be more wisely made or that a better entrance into occupational life may take place when necessary.

R. THE HOMEROOM TEACHER

The foundations of all guidance within the school are found in the homeroom organization. Efficiency in secondary school administration is demanding that every teacher shall be a "homeroom" teacher. While the argument against such a procedure is often urged that not all teachers make "good" homeroom teachers, it can also be said that not all persons so employed are "good" teachers. A "good" teacher will make a "good" homeroom teacher. It is the responsibility of the administration to secure good teachers. It is also the responsibility of the principal to take the teachers provided and to train them in service for the duties they are to perform. This applies to the problem of guidance as well as to classroom instruction.

The homeroom teacher functions in all phases of guidance. It is in this capacity that she comes to know each pupil in the room more intimately than any other teacher. She alone has the opportunity of knowing the pupil in all his relationships;—his studies; his difficulties with teachers; his problems of discipline; his home conditions and environment; his associates in school and out; his attitudes, interests, and abilities. Therefore, whether the school be large or small, it is with the homeroom teacher that the foundations for guidance must be laid.

The first responsibility of the homeroom teacher is educational and, in the sense that education is preparatory for one's life work, is also vocational. It is with this teacher that the pupil works out his curriculum choices and his plans for graduation. Any peculiar or difficult case will be referred to the director of guidance or to the special adviser provided by the organization. Educational guidance also may be interpreted to mean guidance in the formation of right habits of work and study in which the homeroom may play an important part. Individual conferences are held after each periodic marking of the report cards, with a possible interview with a parent, and resulting in definite plans for improvement and necessary adjustments.

The development of the homeroom period with from fifteen to twenty minutes at the opening of the day gives the homeroom teacher an exceptional opportunity for social and moral guidance. By organizing the group to work out the program of homeroom activities, the teacher can influence their ideals, attitudes, and judgments in a manner that will result in right thinking followed by right acting.

S. THE INDIVIDUAL BOY AND GIRL

While a great deal can be accomplished in the program of guidance by handling the pupils in various groups, the most essential consideration is the individual boy and girl. Each pupil must be studied as a case problem. The entire structure of the organization for guidance must be built with the purpose of giving to each pupil every possible advantage and assistance in finding himself, in making such decisions affecting his life career as the school system forces upon him from time to time, and in making a right start during the formative years of his life.

III. METHODS OF GIVING GUIDANCE

A. INTRODUCTION

Nothing in the way of organized guidance can be done unless the high-school principal sees the necessity and possibility of guidance. Not only must he know that the ultimate objective in and through school is self-guidance, but he must also see that the degree of realization of this objective depends very largely upon the extent to which every teacher becomes a counselor, and thereby measures up to the challenge given by John Ruskin: "No teacher can truly promote the cause of education until he knows the mode of life for which that education is to prepare his pupil."

The next step, then, after enlisting the principal's support is for his enthusiasm to become so contagious that every one of his teachers catches the vision of duties to the youth. After all, it is the teacher alone who is in the best position to see the problems of each individual pupil as related to his ability, aptitude, interest, and needs. The degree of success which guidance may attain in any school depends very largely upon the amount of coöperation from the teachers. One or two teachers who do not understand the objectives, or who give half-hearted coöperation can hinder and even defeat the full program. So essential is it to enlist every teacher's influence that one of the first and one of the best guidance programs put into operation in a Michigan high school was delayed until the principal was satisfied that every teacher understood the underlying principles and was willing to give sympathetic coöperation. Of course, the best means of arousing interest is through the teachers' meetings. At first it may be necessary to explain that guidance does not mean projecting children prematurely into life's work, nor even prescribing a definite occupation for any child; but that it does mean direction "in choosing, preparing for, entering upon, and making progress in an occupation;" or as Bloomfield says, "Vocational guidance is organized common sense used to help each individual make the most of his abilities and opportunities."

As an example of how to use the teachers' meeting for enlisting the coöperation of a faculty, the program used in the Washington Junior High School, Rochester, New York, is given. At each one of the twenty meetings of the year, a phase of vocational guidance was discussed. And these were real teachers' meetings. "Guidance as a Function of the Junior High School," "Psychological Tests

and Guidance," "Sources of Vocational Information for Pupils," "Placement," "Follow-up," "Each Teacher as a Counselor," "Guidance Work in Other Cities," were some of the topics discussed.*

In 1923 the Reading Circle of Pittsburgh School required the elementary- and high-school teachers to read and discuss the Bulletin on Vocational Guidance published by the Pittsburgh Board of Public Education at the monthly meeting of the teachers of each building. Again, in 1927, "Guidance" was given by the Reading Circle as the topic to be discussed at the section meetings of all the teachers in February. Addresses were made by the assistant superintendent in charge of guidance, the director of the department, and other members of the staff. By such means every teacher has come to realize that guidance does not operate for a short period in the high school, but that it is continuous, and that it must enlist the sympathetic coöperation of all teachers from the kindergarten through the junior college;—in brief, Pittsburgh teachers look on guidance not as a fad but as a fundamental.

Once the teachers are completely alert to the possibilities of guidance, the next step is to explain the aims and needs of guidance to the pupils in class or school assemblies. Every principal and most teachers can recall pupils who, at the time of leaving school, said, "If I had had some person to aid me in the selection of my course during my first year in high school, I should now be prepared to do what I want to do." These and similar lamentations emphasize to school administrators the importance of providing courses suited to varied capacities and vocational interests. The pupil must be made to feel that the high school is organized to meet his needs and that the teachers are his guides through the maze of elective subjects and the various activities of the school. He must know, too, that adjustments may be made whenever advisable. In some schools there is a counselor or advisor who is always accessible to pupils and whose special duty it is to assist the teachers in this piece of work. A proper attitude of mind on the part of the pupil is frequently established through inspirational addresses by noted alumni or others who understand the demands of life and the problems of the adolescent. These often aid the pupils to see the importance of the preparation offered by the school.

For establishing the essential attitude of coöperation among parents, teachers, and pupils, Education Week offers peculiar opportunities. At this time the school has its "at home" day through

*The full list may be found in *School and Society*, vol. 17, page 12.

which parents become acquainted with the different departments and teachers of the school. They may also be made to feel a responsibility in their child's choice of curriculum, and in providing the proper home environment for his all-round development. During this week every teacher is asked to talk to the pupils on the value of his subject. The necessity for considering his course from the child's viewpoint saves many an instructor from the educational sin of teaching a subject for its own sake rather than for its mental and spiritual value to the child. Frequently principals take advantage of the favorable atmosphere of parent-teacher-pupil coöperation, to have pupils plan their work for the coming semester. Now, if ever, choices must be made with an intelligent appreciation of their bearing on later life. The stimulating effect of enthusiasm created by Education Week and various other educational campaigns may well be utilized for creating an appreciation of the guidance program.

Important as are intelligently interested teachers and vocationally thinking students, they alone cannot insure the success of a given program. The administration must see that there is also a close coördination of all parts of the local school system with respect to guidance. It is essential to worthy results that the director of the department, or other school official to whom responsibility for guidance has been delegated, should be a vital part of the superintendent's cabinet and "sit in" on all councils. Again, there will be much lost motion if each report room teacher, or vocational guide, is left to "paint the thing as he sees it." Reports from those who are in contact with the actual conditions and operations of the school must be carefully evaluated in order that ineffective procedure may give way to correct practice. In the large school systems such evaluation of procedure should be placed in the hands of the research department. Another department, the work of which may be made very definitely to contribute to the success of guidance, is that of compulsory attendance. No pupil should be given his work certificate until he has been interviewed with his parent by a person specially appointed by the department of guidance. Many children as a result may be returned to full-time or half-time school. Similar statements might be made concerning the need for closer coöperation with all other parts of the school system.

Since guidance is so vital and comprehensive, let the way be thoroughly prepared by such measures as have been described. If the informational activities are to fulfill their promise, the preparatory activities are essential.

B. GENERAL INSTRUCTION

1. INFORMATION THROUGH CLASS INSTRUCTION

a. *The Study of Occupational Opportunities.* The great diversity of occupational opportunities open to the members of society to-day make mandatory a comprehensive and detailed study of occupations within the social science curriculums of all secondary schools with a view to encouraging and assisting pupils to choose wisely a vocation.

Teachers of all subjects should recognize and emphasize the relational value of their subjects to the successful pursuit of various vocations. Oral and written composition assignments may employ vocational subject matter. Group visits to local industrial and business institutions should be accepted as an invaluable means of giving direct occupational information. The school library should supply adequate material to enable the teacher of occupations to make his classroom a real guidance laboratory.

The following essential steps to be observed in the analysis of occupational information to support vocational choices are taken from the *Syllabus on Occupational Civics*, Central High School, Tulsa, Oklahoma:

I. ESSENTIAL STEPS IN THE STUDY OF AN OCCUPATION

A. The Importance of the Occupation

1. What is the magnitude or number of persons employed in the industry in our country?
2. What is the magnitude or number of persons employed in the industry in this locality?
3. Is this occupation really necessary?
4. Is the occupation a growing or diminishing field?
5. Is the occupation overcrowded or is there a shortage of workers?
6. Is the occupation stable or is it tending to frequent change?
7. Is the trade seasonal or uniform throughout the year?
8. Is the industry only local or is it a representative of the state, section of the country, or nation?
9. Is there a great demand for the products of the industry or the service rendered by the profession?
10. Are the services rendered in this occupation of social significance or are they solely for selfish ends?
11. Is it a stepping stone to something better? If so, what?

B. The Work Done in the Occupation

1. What is the nature of the work done in this occupation?
2. Is the work enervating or invigorating?
3. Does the work require mechanical skill or mental ability or both?
4. Is the work done in close, crowded or basement rooms?
5. Is the work done in well ventilated or spacious rooms?
6. Does the work involve eye strain? Severe nervous strain?
7. Does the work involve exposure to heat, cold, or sudden changes of temperature?

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8. Is the worker subjected to dangers that may lead to accidents in the occupations?
 9. Does the work involve exposure to dust, frequent wetting of hands and feet, and to poisonous gases or materials?
 10. Does the work involve moving about, sitting down, or standing still?
 11. Does the work require non-skilled, skilled or professionally trained workers?
 12. Does the work involve tact and ability for leadership?
- C. The Income of the Occupation
1. Does the worker receive enough pay to maintain an American standard of living?
 2. What is the pay at the beginning?
 3. Does one secure an increase for further experience?
 4. How is the worker remunerated for the services rendered, by the piece, day, week, month or year?
 5. Are the wages definitely regulated according to the efficiency of the workman?
 6. Is there a union wage schedule?
 7. Are the employees given bonuses, pensions, gifts, houses, etc.?
 8. Does the firm have a profit sharing plan? Sick benefit fund?
 9. Does one secure pay while on vacation?
 10. Does one receive a pension if in service for some time?
- D. The Preparation Required for the Occupation
1. What courses should be taken in school for this occupation?
 2. How much education is a minimum requirement?
 3. Is special or vocational education such as that obtained at college, university, or vocational school necessary or desirable? If so, where can one get this education? How long will it take? How much will it cost? What entrance requirements, if any, would one have to meet?
 4. How may an individual finance his way through school in order to receive the necessary training for the occupation?
 5. Must the worker serve a preliminary or apprenticeship period? If so, how, when, and where?
 6. Can training for this vocation be secured while on the job?
 7. Would employers be willing to allow workers, to attend evening or part-time schools during part of their working time without reduction in wages?
 8. Does the occupation require experience in some related field before the individual can enter the chosen field of his endeavor?
 9. What vocations serve as "stepping stones" in this vocation?
 10. Is special talent, ability, or special skill, essential for efficiency in this occupation?
- E. The Advantages and Disadvantages of the Occupation
1. Are the hours of the work reasonable and do they come during the regular working day?
 2. Is it easy to find employment in the occupation when changing from one place to another?
 3. Will this vocation offer preliminary training for advancement into another vocation?
 4. Is there much overtime work in this occupation? Night work?
 5. Do many of the workers leave during the first year in this work?
 6. Are there social, professional, beneficial or cooperative societies or unions?
 7. Is there a vacation period? What length? With or without pay?
 8. What social relation does the worker have to the community?
 9. Is there a time, place or adequate income for recreation, enjoyment of home life, and participation in social and civic affairs?

10. Is the worker restrained by the employers from taking active part in civic affairs? Why?
11. Is the vocation likely to change on account of inventions or of a change in public taste?
12. Are there many people preparing for this occupation?
13. Is promotion dependent mainly on hard work and good behavior or mainly length of service?

F. The General Requirements of the Occupations

1. What would be the best age to enter this vocation? Why?
2. Are there any legal limitations? What are they?
3. Is there likely to be need for this vocation when one is ready to enter it?
4. Does the work require more than average physical strength?
5. Does the work require more than average mental ability?
6. Does the work require executive ability and a man or woman who can shoulder a great responsibility?
7. Is any particular church affiliation necessary?
8. What are the racial requirements or barriers in this occupation?
9. What are the sex requirements or barriers in this occupation?
10. What qualities are needed for this vocation? Must one be courteous, kind, honest, reliable, tactful, orderly, punctual, rapid, original, attentive, cheerful, decisive, accurate, adaptable, religious, ambitious, daring, strong, healthy, vigorous, optimistic, sociable, coöperative, and have a good memory?

ORAL OR WRITTEN EXERCISES

1. Make out a list of magazines that you have found, which you think would be helpful in choosing an occupation.
2. Make a list of ten occupations, telling in each case how long you think it would take to get the necessary education.
3. Name several occupations which are especially dangerous. Name several which are especially safe.
4. What vocations that you know about seem to possess good social standing?
5. Name as many arguments as you can why a girl should plan her life career.
6. Make a list of ten occupations for which women are better fitted than men; ten for which they are equally fitted; ten for which they are less fitted; ten which they should avoid.
7. Mention some reasons for failure in vocations.
8. Does the working girl have a better opportunity to marry than the one that stays at home?
9. Why is it more difficult than it was fifty years ago to choose wisely a life career?
10. Give ten examples of common discourtesies of people in everyday life.
Give ten example of courtesies that make life easier for people.
11. Do you think a man shows his calibre by the occupation he chooses?
12. Is it possible for a burglar or gambler to attain lasting success?
13. Is it possible for a person's smile to be worth several hundred dollars?
14. Make a list of ten unskilled occupations; ten skilled occupations.
15. What do you think is the most desirable point to look for in an occupation?
16. What is meant by an ideal? Goal? Motive?
17. Do most people make what we call a wonderful success in life?
18. Explain the statement "make growth, not wealth, your goal."
19. What is meant by stumbling or drifting into an occupation?
20. Do surroundings have a great influence upon the choice of a career? Explain.
21. Why should we study the biographies of average men and women?

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22. We say of some people that "their wishbone is where their backbone ought to be." Explain the statement.
23. Write the definition for the following terms:
 - a. Personality
 - b. Initiative
 - c. Perseverance
 - d. Character
24. The following qualities are fundamental for success in almost any occupation:
 - a. Health
 - b. Interest
 - c. Endurance
 - d. Energy
 - e. Enthusiasm
 - f. Persistence
 - g. Honesty
 - h. Promptness
 - i. System
 - j. Common sense
 - k. Memory
 - l. Reliability
 - m. Foresight
 - n. Will power
 - o. Judgment
 - p. Cooperation

Look up the meaning of each term in the dictionary. Can you add any qualities to this list?

25. The following people are assets to society. Draw up a balance sheet and show what class of people would come under the term liabilities.

Assets		Liabilities
a. The honest	i. The serious-minded	a. The dishonest
b. The moral	j. The broad-minded	b.
c. The cleanly	k. The charitable	c.
d. The thrifty	l. The trustworthy	d.
e. The tax-payer	m. The unselfish	e.
f. The law abiding	n. The worker	f.
g. The peace maker	o. The open-minded	g.
h. The intelligent		
26. Explain the following quotation. "If a man can write a better book, or preach a better sermon, or make a better mouse trap than his neighbor though he build his house in the forest, the world will make a beaten path to his door."
27. Do you believe one should have a second choice in choosing his life work? Give reasons for your answer.
28. In what occupation do you think you would be likely to succeed? Why?
29. What is the effect of choosing a calling that takes very little preparation?
30. What vocations in your community require the longest period of training? What vocations require the shortest period of training?
31. Explain and give definite illustrations of what you mean by hobo, a drifter, a misfit, and a floater.
32. What are the advantages and disadvantages of specialization of labor?

II. SECURING A POSITION

- A. Kind of a position to seek
 1. One that one wishes to choose as a life work
 2. One that will make one comfortable and happy
 3. One that will be of real service to society
- B. Means of getting a position
 1. Employment agencies
 - a. Private
 - b. Public
 2. Advertisements
 - a. Help wanted advertisements
 - b. Position wanted advertisements
 3. Personal interview
 4. Written application
 5. Friends and relatives
- C. Making a personal application
 1. Making preparation for the interview
 - a. Study the concern from all viewpoints
 - b. Study, if possible, the person you expect to meet

- c. Ask yourself questions, which you think may be asked
- d. Dress appropriately
- e. Be immaculately clean
- f. Be in an energetic mood
- 2. Making the interview
 - a. Be on time
 - b. Be courteous
 - c. Be modest
 - d. Use good English and keep voice well modulated
 - e. Be honest in conversation
 - f. Do not knock former employees
 - g. Do not beg for the position
- D. Making a written application
 - 1. Letter should contain the following items according to the circumstances:
 - a. Reasons for applying when letter is written
 - b. A direct application in definite terms
 - c. A statement of how one learned of the position if one knows of a particular vacancy
 - d. A clean cut statement of one's qualifications in terms of general education, special training, experience, and personal characteristics
 - e. A few references as to ability and character
 - f. An appropriate closing expression
 - g. Signature
 - 2. The following suggestions should be carefully observed:
 - a. Use good grade of stationery, correct size, folded carefully.
 - b. Write plainly and neatly, typewrite in certain cases.
 - c. Make letters conform to standards of good business taste.
 - d. Clear, concise, English, legible penmanship, correct spelling, paragraphing, and punctuation indicate scholarship to a large degree.
 - e. Be absolutely honest in all correspondence. It pays in the long run and is the only right thing to do.

III. MAKING GOOD IN ONE'S POSITION

"It is one thing to get a position; it is another thing to keep it."

"The best social service which the average man can perform is to do his regular work well."—Thomas N. Carver.

- A. Definition of Efficiency
 - 1. Efficiency is the capacity to secure a maximum return for a minimum outlay.
- B. Efficiency Depends Upon:

1. Health	4. Education
2. Physical strength	5. Skill
3. Intelligence	
- C. Qualities That Make Men Successful. A Successful Man Should Be:

1. Sensible	13. Confident
2. Earnest	14. Shrewd
3. Practical	15. Foresighted
4. Careful	16. Progressive
5. Industrious	17. Energetic
6. Alert	18. Cordial
7. Reasonable	19. Generous
8. Teachable	20. Orderly
9. Coöperative	21. Systematic
10. Self-reliant	22. Cheery
11. Modest	23. Sympathetic
12. Honorable	

D. Reading Biographies of Successful Men and Women

E. Amount of Pay One Should Expect

1. Depends upon:

- a. How much one can produce
- b. The quality of one's work
- c. The demand for the kind of work one does
- d. The supply of workers who can do the thing

F. Reasons for Failure in Business:

- | | |
|----------------------|--|
| 1. Poor health | 6. Unwillingness to work |
| 2. Lack of education | 7. Failure to plan ahead |
| 3. Dishonesty | 8. Lack of experience |
| 4. Unreliability | 9. Inability to learn by experience |
| 5. Accidents | 10. Inability to cooperate with others |

G. Elements in Success From the Employer's Standpoint:

- | | |
|-----------------------|--------------------------------------|
| 1. Location | 4. Business knowledge |
| 2. Capital and credit | 5. Mutual cooperation with employees |
| | 6. Cultivation of public confidence |

b. *The study of Educational Opportunities.* Pupils of the seventh to twelfth grades may be given an opportunity for systematic study of the educational opportunities offered to them both within the junior high school and the senior high school. A home room organization meeting from one to three times a week for twenty to thirty minutes gives ample time for the work in question. The school system may issue a handbook or bulletin surveying the various subjects in the different curriculums open to students in junior and senior high school and the objectives to be attained through the training provided. From college and university literature, available information may likewise be derived concerning the educational opportunities offered in various types of higher institutions of learning. Pupils should be led to realize that aimless wandering and floundering through a high-school course is almost certain to result in disappointment, waste of time and energy, and lack of adequate preparation for the assumption of responsibilities which the individual will be called upon to meet.

The aims of the home room course in the study of educational opportunities may be as follows:

- (1) To instruct pupils regarding what to study.
- (2) To give a complete survey of the educational opportunities offered in high school and the educational tracks to be followed in attaining various types of specific preparation.
- (3) To help students to realize that the best time to get a high-school education is *now*, and that failure to do so is likely to result in their never getting one.

- (4) To cause pupils to realize that a high-school education not only pays in dollars and cents but also in happiness and ability to render effective service to the community.
- (5) To give to pupils who are forced to leave school early, information concerning the advantages of the courses of the regular day school, or part-time school in preparing them for vocational opportunities in the community.
- (6) To give information concerning the various colleges and universities in which students may continue purposeful education and the entrance requirements of such institutions.
- (7) To create in every pupil a desire to occupy a useful place in the world.
- (8) To show the relation of school courses to preparation for life outside the school.
- (9) To develop in pupils the desire for and to provide the means of obtaining economic, political, social and vocational information.
- (10) To help pupils to discover the high-school courses that equip them for certain specific life pursuits following graduation and the college courses that must be pursued in order to pursue other types of vocations.

Information concerning educational opportunities may well be made the subject of individual, oral, and written discussions, debates, etc., in the home room, in class and school assemblies, and in English and social science classes.

Group visits of sixth-grade pupils to junior high schools, of junior-high-school pupils to senior high schools, and of senior-high-school pupils to near by colleges and universities are a vital means of revealing the various types of educational opportunities open to students. Special school bulletins, charts, slides, motion pictures, the school newspaper, library books, magazines, and educational addresses are also effective avenues through which the value of an education and the opportunities for study and training may be set forth.

The presentation of educational information and opportunities is all too frequently postponed until students are faced with the selection of subjects in their next round of the educational ladder. As a consequence choices of courses and subjects are made hurriedly, haphazardly, and without adequate time for reflective consideration of the significant issues involved in the choosing.

The alert high-school administrator will see to it that pupils at

a given stage in a school system are continually made aware of the necessity of far-seeing, conscientious, deliberate and intelligent consideration of the vital issues involved in the acceptance of the various possible educational opportunities in the next institution ahead of them.

The following items may be profitably considered in giving educational information:¹

- (1) *For What Will an Elementary-School Education Fit One?*
 - (a) Slightly skilled labor
 - (b) Poorest office jobs
 - (c) Unskilled labor
- (2) *In What Lines of Work is a High-School Education Helpful?*
 - (a) All work in offices
 - (b) All salesmanship work
 - (c) All semi-skilled and skilled labor
 - (d) Home responsibilities
- (3) *What Occupations Demand a High-School Education?*
 - (a) All professions
 - (b) Many office positions
 - (c) Many salesmanship positions
 - (d) Many business positions
 - (e) Many government positions
 - (f) Entrance to colleges and universities
 - (g) Admission to Annapolis or West Point
- (4) *In What Occupations May a College Education Be Helpful?*
 - (a) All professions
 - (b) All business tasks
 - (c) All government positions
- (5) *What Fields Require a College Education?*
 - (a) Entrance to some professional schools
 - (b) Entrance to some engineering schools
 - (c) Entrance to some schools of business
 - (d) Most advanced work in any field
 - (e) Many business and governmental positions
- (6) *To What Persons May Evening Schools, Continuation Schools, Business Colleges, Correspondence Schools, Etc., be Beneficial?*
 - (a) May help anyone at any time by supplying special knowledge or skill needed
 - (b) Many college graduates as well as those who did not finish the grades use these schools
- (7) *Why Go to High School?*
 - (a) It increases earning power
 - (b) It increases chances for success
 - (c) It helps to make a more useful citizen
 - (d) It helps to make life more worth while
- (8) *Why Do Students Drop Out of School?*
 - (a) Ill health
 - (b) Financial difficulties at home
 - (c) Dissatisfaction in school
 - (d) Laziness
 - (e) Attraction of industry
 - (f) Lack of home encouragement

¹Adapted from Lyon, *Making a Living*, p. 594, by permission of the Macmillan Company, publishers.

(9) *What Are the Problems of the High-School Course?*

- (a) Selection of courses
 - Major
 - Minor
 - Electives (required and free)
- (b) Requirements for graduation
- (c) Advantages and disadvantages of the different subjects
- (d) College entrance requirements
- (e) Extra-curriculum activities
 - Debate and public speaking
 - Athletics, physical training
 - Music
 - Journalism
 - School organizations and assemblies

(10) *What Should Be Considered in Choosing a College?*¹

- (a) Small college or university
- (b) Location
 - Chances for work
 - Chances for development in outside work
 - Convenience
 - Traveling expenses
- (c) Entrance requirements
 - Age
 - Examination or certificate of high-school graduation
 - Required subjects
 - Electives
- (d) Rank of college or university
 - Endowment
 - Equipment
 - Instructors
 - Moral standards
 - Extra curriculum opportunities
 - Accredited, rank
- (e) Cost
 - Tuition
 - Fees
 - Scholarships
 - Board and room
 - Miscellaneous

(11) *Topics For Oral or Written Reports.*

- (a) Junior high schools
- (b) Senior high schools
- (c) Private schools
- (d) Night schools
- (e) Business colleges
- (f) Colleges
- (g) Universities
- (h) Trade schools
- (i) Normal schools
- (j) Military schools
- (k) Correspondence schools
- (l) Corporation schools
- (m) Schools for the physical defectives
- (n) College entrance requirements
- (o) Compulsory school attendance
- (p) Working one's way through college
- (q) Scholarships and loan funds
- (r) What "grades" mean to me
- (s) "Hurry up education"

¹The student should make a study of catalogues, with a view to finding out the best schools where training in a given field can be found.

- (t) Fake diplomas and degrees
 - (u) Honorary degrees
 - (v) Earned degrees
 - (w) Chicago Hobo College
 - (x) Antioch College
- (12) *Debates.*
- (a) Resolved, That Latin should be studied in all high schools.
 - (b) Resolved, That it is better for the average boy or girl to attend a college with a small student body than a large institution.
 - (c) Resolved, That it is better for the young man or woman to attend a coeducational college than a separate institution for young men and women.
 - (d) Resolved, That it is better for a person brought up in the Middle West or East to attend a college or university situated in another section of the country.
 - (e) Resolved, That students would be benefited if examinations were abolished.
 - (f) Resolved, That extra-curriculum activities should be scheduled within the regular program of daily recitations.

2. HANDBOOKS

Most high schools have recognized the need of assembling in convenient form information regarding school customs and practices for the use of the entering pupil. The material is usually published in pamphlet or handbook form, and its preparation in most instances is undertaken by pupil organizations with the assistance of a faculty sponsor. While the primary purpose of the publication is the rapid assimilation of the new pupil into the life of the school, the material usually contained possesses significant values in guidance.

The handbook furnishes excellent material for the use of pupils in seeking self-adjustment, for counselors in directing self-analysis and self-discovery on the part of pupils, and by home-room advisers in directing study and discussion which will result in the social guidance of the pupils.

A list of topics with the frequency of treatment in 212 different publications is given by McKown¹ for the assistance of schools which may desire to prepare handbooks.

3. THE PRINCIPAL'S BULLETIN BOARD

In some high schools, a bulletin board is reserved for the principal's own use on which he may give definite information about how to apply for a job, advice concerning the value of high school, explanation of the courses, items of interest about the requirements for entrance into certain occupations, the percentage of population in some of the occupations known to the pupils, and an occasional

¹*Extra-Curricular Activities*, pp. 414-418. Macmillan Co., 1927.

concise statement from some leader in business, in industry, or in professional life. For example, the following is one of the many folders issued by the Pittsburgh Public Schools Employment Service, which might be posted on the board for the benefit of the boys who are going to be interviewed by a prospective employer:

BEFORE YOU LEAVE

home to interview a prospective employer, determine to succeed in getting the position,
Remember to:

- Make yourself clean and tidy.
- Comb your hair.
- Shave.
- Clean your teeth.
- Manicure your nails.
- Shine your shoes.
- Wear a clean shirt and collar.
- Press and brush your clothes.
- Replace all missing buttons.
- Remove gaudy pins and advertising buttons.
- Wear a hat or cap that goes well with your suit.
- Take any letters of recommendation you may have.
- Carry a clean handkerchief.
- Carry money for carfare and lunch.
- Leave early enough to keep your appointment on time.

The testimony of several young men has shown us that many prospective positions are forfeited through failure to Remember these important details.

WHEN YOU ARRIVE

at the place where you intend to apply for a position it will be to your advantage if you,
Remember to:

- Glance at your personal appearance before entering.
- Leave your cigarette outside.
- Kill any tobacco odor on your breath.
- Remove any candy or gum from your mouth.
- Remove your hat or cap on entering.
- Ask only for the person you are to interview.
- Remain outside "Private Office" until told to enter.
- Refrain from interrupting a conversation.
- Introduce yourself, state your reason for calling and present card of introduction.
- Remain standing until invited to be seated.
- Sit comfortably in your chair. Do not slouch.
- Be willing to take a test to show your ability.
- Be courteous all the time.
- Show willingness to return for a second interview.
- Let the employer do most of the talking.

Information from employers show and succeed are the ones who Remember these pointers all the time. that the young men who are hired

4. THE ASSEMBLY

In schools where the assembly fulfills its mission, the programs should be planned by a committee of pupils under the direction of a teacher of activities. In most schools many of the programs are given by the various clubs and other activities of the school. The programs should be arranged in advance for the year with more or less sequence. Practically all of them should have a direct or incidental guidance value. Much interest has been created by drama-

tizing the various interviews a prospective employer has with those who are applicants for a job. The importance of neatness, politeness, well-modulated voice, preparation, punctuality, and other qualifications is emphasized in a way that leaves a lasting impression. For another program the local telephone company might demonstrate the work at the switchboard. Films and slides of other occupational activities are sometimes shown, although many educators think that the value of these from the standpoint of vocational guidance may be overestimated. A complete series of programs is frequently arranged to present different professions or local industries and the nature of training required for each. The speakers who present the information are local professional and business leaders who have special aptitudes for appealing to youth.

B. EXPLORATION

Exploratory activities are as broad as the entire program of studies. Each activity, curriculum and extra-curriculum, is an agency in exploration. The administrative and advisory staffs and the faculty must organize, administer, and direct the exploratory activities. They compose of a professional body of consultants to diagnose the results of exploratory experience, to advise courses consistent with the findings, and to guide the first probationary testing of the new courses. They must be ready at all times to modify their judgments in the light of the pupils' further experiences.

The adolescent explorer passes through consecutive stages on his journey of exploration during his junior high school years. First, he adjusts himself to his new environment that he may learn how most effectively to benefit by his exploratory experiences; second, he enters upon his exploratory activities; third, he makes a tentative selection of an educational placement which makes a particular appeal to his individual interests; fourth, after the testing of his choice he undertakes the initial stage of his differentiation into a curriculum group. When the foregoing steps have been taken he is ready for specialized training of his choice in the senior high school.

The junior high school has other objectives which it must fulfill concurrently with exploration. Of prior importance to the junior high school, as an integral part of the school system, there is the objective of continuing and carrying forward the integrating effects of the core curriculum. Even for the sake of exploration the junior high school cannot short-circuit the major courses of

which the core curriculum is composed,—English, social studies, mathematics, science, health, and the arts courses. Rather the junior high school must so organize the materials of the constant courses as to realize both their general educational and exploratory values.

Concomitantly also with the exploration the junior high school must “reveal higher types of activities and make these both desired and to an extent possible.”¹

Naturally materials which “help the pupil to explore his own aptitudes,”² serve at the same time to reveal to him opportunities beyond his present exploratory experiences. For the purposes of exploration and revelation, inherent in the very idea of the junior high school, is it essential that the junior high school articulate the simpler aspects of secondary courses of study with the allied elementary courses. For these purposes also is it largely true that the enacting clause of a junior high school is a reconstructed program of studies.

Finally, the junior high school must provide motivation to continue secondary education or to enter upon early vocational life with specific purpose. It is for this reason chiefly that the ninth year, or the traditional first year high school, belongs to the junior high school. It is during the ninth year that motivation can most effectively be given. In other words the junior high school is an incomplete initial stage of secondary education unless it not only can explore aptitudes for the differentiated opportunities and reveal the possibilities of secondary and higher education but also can consummate its mission to early adolescent youth by giving them a motivated start upon secondary work.

The junior high school is, therefore, an integral unit of the school system and contributes to the realization of the ultimate aim of all education,—training in citizenship. Accordingly, it socializes its curriculum; it socializes its classroom procedure; and it socializes the early adolescent life by its program of junior citizenship (extra-curriculum activities). In addition to this general aim of all educational units, its own peculiar functions are: (1) The individualization of its administration and its instruction to the end of an intelligent diagnosis of individual aptitudes; (2) The revelation of the further possibilities for the training of these aptitudes; and, (3) The motivation to undertake the training. The

¹Briggs, Th. H., *The Junior High School*, pp. 157.

²Commission on the Reorganization of Secondary Education, *Cardinal Principles*, pp. 18.

complete program of studies, therefore, provides for junior citizenship activities, exploration of individual differences, revelation of educational and vocational opportunities, and motivation of further progress. Guidance is the comprehensive program which coördinates all four objectives.

The loss of a balanced viewpoint is likely when any one of the complementary functions is set apart for specific study unrelated to conjoined purposes. It is essential, therefore, that exploratory activities be so organized and administered that concurrently other equally important objectives be at the same time realized.

There are in general use three types of exploratory activities,—the constants or core courses of study, short-unit courses, and club activities. In most junior high schools all three types are simultaneously employed. The whole junior high school movement is passing through the inevitable stage of experimentation. Junior high schools must, accordingly, be expected to vary in respect to the proportion of each type in their programs of studies. Experimentation demands variation in practice. Exploration is a new objective in secondary education. Junior high schools are unanimous in accepting it as a fundamental purpose. They can evolve a practice equally unanimous only by continued experiment with the instruments of exploration.

1. *General Courses of Study.* When general courses of study are constructed with the objective of exploration as one among other basic principals of organization of materials they still remain the chief agencies of exploration. It may be said that there are six important principles which underlie the reconstruction of general courses of study.

First Principle—Articulation: Each junior high school course of study should proceed by natural, transitional, and progressive stages for the articulation of the allied elementary and secondary courses.

Second principle—Survey: Each course of study should provide a survey of the secondary subject field for exploration of aptitudes and revelation of educational and vocational opportunities.

Third Principle—Simpler Aspects: Each course of study, so far as its secondary materials are concerned, should develop from its simpler aspects toward its refinements that it may be a natural and progressive development.

Fourth Principle—Interpretation: Each course of study should deal with the problems, interests, and needs of early adolescent life that the pupils may themselves consciously interpret their own environment.

Fifth Principle—Year Units: Each course of study should conserve the interests of those who drop out and of those who continue by year-unit organization of materials to the end of furnishing progressive and completed educational values to both groups during each year of progress.

Sixth Principle—Motivation: Each course of study should assure an orientation or apperceptive basis for later and special divisions of the subject field for the motivating of secondary education.

It is apparent that of these principles, two, survey and simpler aspects, are designed directly for exploratory purposes.

The general course in science, for example, will illustrate the application of the six principles. This course of study has practically abandoned the former closely drawn distinctions between its constituent parts of biology, physics, chemistry, and physiography. It is organized as a survey course of the whole field of science and is designed to interpret the early adolescent environment in respect to its explanation from the viewpoint of science. It deals, therefore, with the simpler aspects of the phenomena of science. Objectively, it seeks to interpret to the inquisitive minds of young adolescents the common things of their everyday life, to train powers of observation, and to initiate pupils in scientific methods of investigation and experiment.

At the same time this course affords an opportunity for pupils to test their aptitudes for special sciences. That is, it explores aptitudes for further science study and reveals the possibilities of the more highly specialized sciences. The fundamental junior high school objectives are realized without sacrificing other underlying principles of articulation with nature study and the scientific elements of geography and of orienting senior high school sciences. This course is organized in year units, each year of which is of definite value to those who receive no more training in science.

No pupil should be deprived of the interpretation of the scientific environment of modern life by reason of its being administered in any one of the three years as an elective course. In other words it should be part of the core curriculum and should thus become with other core subjects a means to integrate the program

of studies and to carry progressively through the junior high school the common general curriculum. Thus general science is at the same time both an exploratory activity for the specific purposes of the junior high school and an integral part of general education which the junior high school should not short circuit even for the important purpose of exploration.

2. *Short Unit Courses.* Short-unit courses of half a semester or a whole semester are another type of exploratory activities frequently employed to test the aptitudes of pupils for the elective courses in the junior high school and senior high school programs of studies. These short-unit courses provide from four to eight exploratory experiences for pupils in the seventh and eighth years. They are short exposure courses and usually elective. Their specific purpose is exploration. They are not usually component parts of the core curriculum. The very nature of the courses does not guarantee their continuity. They become a minor part of the whole experience of junior high school pupils.

The elective principle involved will assure all pupils some exploratory experiences but it cannot assure all pupils all the exploratory experiences of a continuous and progressive core curriculum of constants. The short-unit courses are likely to result in the elimination of some fundamental core subject, frequently science, the coördination of English and Latin, the introductory course to business life, the arts courses, and occasionally even social studies, all of which are component parts of the general-education objective which the junior high school should not interrupt even temporarily. Short-unit courses tend, therefore, to become short-circuit courses.

3. *Club Activities.* Clubs have been defined as the marketplace where the best of the world's interest, not contained in the curriculum, are brought to early adolescent youth. They comprise any activity which has the sanction of accepted social and civic practice of similar types of adult life. There are clubs in fine arts, dramatics, current affairs, science, home training, recreation, commercial interests, industrial enterprises, hobby organizations, social service, literature, and other channels of social, civic, vocational, and avocational interests.

Club are usually administered as a part of the activities' program. They are supplementary to general courses of study. Their primary objective is training in some wholesome activity

which constructively replaces the pursuit of a harmful out-of-school and uncontrolled activity in the universal search, common to adolescents and adults, for avocational activities. As a secondary objective clubs become extension courses for the purpose of discovering aptitudes for many educational and vocational opportunities. Many clubs furnish exploratory experiences which contribute directly to the determination of either educational or vocational placement. They are not so likely as the short-unit courses to become alternatives to the fundamental core subjects. Rather are they alternatives themselves to the short-unit courses.

4. *Self-Appraisal.* One of the purposes of exploration is self-discovery, and a good way to facilitate it is through self-appraisal. If the individual pupil can be induced to raise questions with himself, self-discovery is much more likely to take place. The following material¹ was prepared to interest high-school pupils in self-appraisal:

What kind of person am I? Am I the kind of individual other people respect, or am I looked upon with suspicion? Do I have the qualities which will make me a success in life, or do I have qualities which will make me a failure? Few people ever ask themselves these questions. They take themselves as they are. Yet it is possible for one to make a study of his own personal qualities and prescribe for himself on the basis of his findings.

Everything that one does is an indication of the possession or absence of some personal quality. And everyone is judged as being this or that kind of person on the basis of what he does. If someone asks you what kind of person one of your acquaintances is, you say that he or she is a "good sport" or a "poor sport," as the case may be. What determines your opinion? Why do you classify the person as that kind of individual? The answer is simple. You have been acquainted with this individual for a long time. You have found out what he does under certain conditions. If he is always ready to give his time to help others; if one can tell him secrets, and be sure that he will keep them; if he is a good loser; if he is always "the life of the party," then you label him a "good sport," because he possesses certain qualities such as sportsmanship, loyalty, honesty, gameness, cheerfulness, and kindness. It is the qualities which he possesses which make him act the way he does.

What you do in certain situations is determined by the standards which you have. These standards may be conscious or unconscious, but in either case they control what you do. For example, you have an opportunity to get help from another during an examination. Whether you do or not is dependent upon the standard of honesty which you have set for yourself. By examining your own actions in different situations, it is possible to determine to some extent the standards and principles of conduct which you have consciously or unconsciously set up for yourself. Such self-analysis will help you to understand yourself and will point out the road to self-improvement.

In order to assist in this process of self-analysis, the questions included in the next few pages have been formulated. Fifteen of the more important qualities have been chosen. A series of questions concerning what you do in certain situations are listed under the quality which should control your ac-

¹Beauchamp, Wilbur L., *Handbook*, 1927, pp. 18-33, University of Chicago High School.

tion. Turn to the first quality listed, Honesty, on page 38. Note the three columns at the right, labeled "yes," "no," and "doubtful." Read the first question. If you can truthfully answer "yes," place a check mark in the first column. If you do try to frame an alibi, place a check in the column headed "no." If you are not sure what you do or if you sometimes do one thing and sometimes another, place a check in the column headed "doubtful." In this question and many of the questions which follow, you may find that you had never thought of a certain course of action as being honest or dishonest. Similarly you may not have thought that a certain action was courteous while another was discourteous. For example, in Question 4, listed under Courtesy on page 42, you may not have thought of the discourtesy to the teacher or your classmate, when you wave your hand while they are talking. This scale will help you to identify for yourself the proper course of action in the situation listed.

It is evident that ideally you should be able to answer all of the questions in the affirmative. Probably neither you nor any of your classmates will be able to do so. If you must answer in the negative, it is evident that your standard is not high enough. If you are in doubt as to the answer, it probably means that you have not consciously set up a standard of action. It may help you in making your analysis to have some friend, your teacher, or your mother to rate you also as far as they are able. Seeing ourselves as others see us is sometimes a good thing. You may not agree with them on certain points, and talking it over with them will furnish you a better basis for your own judgment.

Fortunately it is never too late to give up bad habits and substitute good ones for them. If you find that you do not possess a high degree of some desirable quality, you can make the possession of this quality a goal to attain. The important thing is to realize that you are low in the equality and then to make an effort to correct yourself. For example, if you find that you are low in responsibility, set it up as a goal to attain. The questions make clear what a responsible person will do. Practice being responsible, and soon you will find that it comes without effort. You have acquired the habit of responsibility.

If, while you are in school, you acquire habits of responsibility, accuracy, punctuality, honesty, loyalty, service, etc., you will find that they will become your most important assets in making your way toward success. Your employer does not ask, "Can he read Latin? Can he solve quadratic equations? Does he know when America was discovered?" He asks, "Can I rely upon him? Is he honest? Is he loyal? Is he courteous?" And the answer to these questions is determined upon how you have been labeled.

a. HONESTY

(Fairness and straightforwardness of conduct, speech, etc., integrity; sincerity; truthfulness; sense of honor)

	Yes	No	Doubtful
(1) If you are unprepared in an assignment, do you tell your teacher the real reason instead of framing an alibi?.....
(2) If you have not prepared your lesson do you admit it instead of trying to "bluff" it through?.....
(3) Are you always "above board" in taking examinations?
(a) Refrain from looking at another's paper?
(b) Refuse to give help to others?.....
(c) Mark the papers of others correctly?
(d) Mark your own paper correctly?...
(e) Refuse to give the questions to members of another class?.....

	Yes	No	Doubtful
(4) Do you report the actual time spent on the assignment, if the teacher asks it?...
(5) In writing a paper, do you give credit to the writers whose ideas you borrow?..
(6) Are you honest with yourself concerning your own faults, that is, do you admit to yourself that you have faults instead of finding excuses for your conduct?.....
(7) Do you try not to exaggerate or leave false impressions in your conversations with others?.....
(8) If another is blamed for something you have done, will you admit your fault?...
(9) If you are given credit for something which you did not do, will you see that the rightful person receives his due?....
(10) Do you observe the property rights of others?
(a) Take only what belongs to you?....
(b) Turn in to the office what you find?..
(c) Take library books only after proper registration?
(d) Pay for articles lost or damaged?...
(e) Borrow from other pupils only after obtaining their permission?.....

b. PERSEVERANCE

(Persistence, determination, "stick-to-it-ive-ness")

(1) Do you make a continued effort to correct bad habits?.....	.....	.....	.....
(2) Do you stay on the job, even if it is uninteresting? .....	.....	.....	.....
(3) Do you continue your study until you thoroughly understand the topic under consideration? .....	.....	.....	.....
(4) If you have tried one method of performing a task which is not successful, do you keep on trying until you find a method which will work?.....	.....	.....	.....
(5) Do you take an active part on your team in spite of defeat?.....	.....	.....	.....
(6) Do you keep on trying even if others have become discouraged and quit?.....	.....	.....	.....
(7) If you have been absent, do you try as hard as you can to make up the work missed? .....	.....	.....	.....
(8) Do you finish an assignment as well as you begin it?.....	.....	.....	.....
(9) Do you solve your own problems even though it might be easier to ask for help? .....	.....	.....	.....
(10) Do you persist in carrying on in the manner which you think is right, even if others ridicule you?.....	.....	.....	.....

c. NEATNESS

(Tidiness: systematic arrangement)

(1) Does your whole appearance reflect neatness? .....	.....	.....	.....
Face and hands clear?.....	.....	.....	.....
Teeth brushed? .....	.....	.....	.....

	Yes	No	Doubtful
Clothes securely fastened?.....
Shoestrings unbroken, without knots, securely tied?
Clothes clean and pressed?.....
Hair properly combed?.....
Fingernails clean?
Shoes shined?
(2) Is your written work neatly done?.....
Properly folded?.....
On clean paper?.....
On paper of uniform size?.....
Arranged in a definite manner with margins of a definite size?.....
Written with the same kind of ink or pencil?
Writing legible, letters of same size, on the line, and words equally spaced?....
Without blots, blurs, cancellations, or erasures?
(3) Do you keep your locker and desk in an orderly manner?
(4) Do you keep your books in good condition?
(5) Do you always throw waste paper, etc., in the waste basket or do you leave it on your desk or the floor?.....
(6) If you accidentally spill ink on the desk, do you clean it up?.....
(7) Do you keep your notebook in good condition?
(a) Have a regular part devoted to each subject?
(b) Throw away odds and ends which accumulate and no longer have value?
(8) Do you pick up paper or other waste materials on the floor which others have carelessly dropped?
(9) Do you refrain from marking or writing on the desk?.....

d. OPEN-MINDEDNESS

(Willingness to see both sides of a proposition; tentative judgment)

(1) Are you willing to listen to the opinion of others which may be different from your own? .....	.....	.....	.....
(2) Are you willing to make a further investigation of a point, if others show you that your position is debatable?.....	.....	.....	.....
(3) Do you withhold your judgment on matters which you are informed on only by hearsay, until you have investigated the proper authorities? .....	.....	.....	.....
(4) Do you let the evidence influence your judgment rather than prejudice or previous opinions? .....	.....	.....	.....
(5) Are you willing to admit in an argument that there are two sides to the question? .....	.....	.....	.....
(6) Are you willing to try new methods of doing things? .....	.....	.....	.....

	Yes	No	Doubtful
(7) Do you withhold your judgment of a person whom you have just met, until you become better acquainted?.....
(8) Are you willing to accept advice from those who are competent to give it?.....
(9) Do you try to get the viewpoint of others so as to confirm or modify your own viewpoint?
(10) Do you try to evaluate what you read before you formulate your own conclusions, rather than accept everything you read as true?.....

e. BROAD-MINDEDNESS

(Fairness; impartiality; justice; magnanimity; tolerance; catholicity)

(1) Are you tolerant toward the religious beliefs of others?.....	.....	.....	.....
(2) Do you judge other students by their own worth rather than by their wealth or social position?.....	.....	.....	.....
(3) Do you respect the viewpoints of others and refrain from trying to force your own belief upon them?.....	.....	.....	.....
(4) Do you judge an organization, such as a club or school, on the basis of its whole membership rather than upon your personal dislike for one or two of its members? .....	.....	.....	.....
(5) If your own conduct has been unsatisfactory so that the principal deems discipline necessary, do you recognize the justice of this measure and submit to it with good grace? .....	.....	.....	.....
(6) Can you accept criticism which your teacher makes of you without malice?... ..	.....	.....	.....
(7) Are you willing to submit an argument to an umpire and abide by his decision? .....	.....	.....	.....
(8) If your criticism of another has been unfair, do you do all that is in your power to make up for it?.....	.....	.....	.....
(9) Do you admit to yourself that you are not perfect, and realize that everything you do is not necessarily right?.....	.....	.....	.....
(10) Can you accept success without becoming "big-headed"? .....	.....	.....	.....

f. ADAPTABILITY

(Flexibility; teachableness, versatility)

(1) Do you use whatever material is at hand to the best of its advantage; even if it is unsatisfactory? .....	.....	.....	.....
(2) Do you return from a vacation and settle down to work immediately?.....	.....	.....	.....
(3) Can you quickly adjust yourself to new social conditions or demands?.....	.....	.....	.....
(4) Are you willing to abandon an unecological method of doing things for a method which is demonstrated to be better? .....	.....	.....	.....

	Yes	No	Doubtful
(5) Can you take on new responsibilities without undue loss of efficiency in your other work?
(6) Can you work efficiently under conditions which tend to distract your attention?
(7) Do you alter plans which you find are unsuitable so that they meet the situation in a better way?
(8) Do you know when to talk and when to keep still?
(9) Can you get along with other people, even though they differ from you in age, sex, or beliefs?
(10) Do you try to adjust yourself as quickly as possible to changes in school rules, routines, and new teachers?

g. COURTESY.

(Graciousness; mannerliness; refinement; politeness)

(1) Do you use the proper form of address when speaking to your elders? .....	.....	.....	.....
(2) Do you excuse yourself? .....	.....	.....	.....
(a) If you interrupt the conversation of others? .....	.....	.....	.....
(b) If you walk in front of another? .....	.....	.....	.....
(c) If you accidentally collide with another? .....	.....	.....	.....
(3) Do you apologize when you are in the wrong? .....	.....	.....	.....
(4) Do you refrain from talking and waving your hand when the teacher is addressing the class, or when a classmate is reciting? .....	.....	.....	.....
(5) Do you criticize others only in a kindly manner? .....	.....	.....	.....
(6) Do you always respect the rights of others, even if they clash with your own? .....	.....	.....	.....
(7) Do you treat members of a rival team as well as you do members of your own team? .....	.....	.....	.....
(8) Do you wait until it is your turn to talk, recite, or play? .....	.....	.....	.....
(9) Do you do your share in preventing blockades in the hall which force others to push their way through? .....	.....	.....	.....
(10) Do you observe the common forms of politeness such as, .....	.....	.....	.....
(a) Removing your hat when entering the building? .....	.....	.....	.....
(b) Allowing elders to pass through the door ahead of you? .....	.....	.....	.....
(c) Using correct forms of greeting? .....	.....	.....	.....
(d) Thanking others for favors rendered? .....	.....	.....	.....
(e) Opening doors for teachers or strangers? .....	.....	.....	.....
(f) Closing doors noiselessly? .....	.....	.....	.....
(g) Entering building and classrooms in an orderly manner? .....	.....	.....	.....

h. POISE

(Calmness; deliberateness; self-confidence; self-control; self-possession;
self-reliance; dignity)

	Yes	No	Doubtful
(1) Can you give your recitation before the class without becoming excited or nervous?
(2) Can you submit to a cross-examination by teacher or classmate without losing your head?
(3) Are you able to carry on your class work in the presence of visitors as well as you can in their absence?.....
(4) Can you take examinations without becoming excited and forgetting everything you know?
(5) Can you accept correction of errors which you have made without becoming angry?
(6) Can you carry on your work when others around you are having a good time?....
(7) Can you control your temper when you are aggravated?
(8) Are you able to remain calm during periods of unrest and general commotion?..
(9) Are you able to control your feelings when you think you have been rebuked undeservedly?
(10) Can you laugh at a joke on yourself without becoming angry or embarrassed?
(11) Can you preside over a class meeting with dignity?
(12) Can you give a talk or make announcements before the school assembly?.....

i. INITIATIVE.

(Originality; enterprise; resourcefulness)

(1) Can you proceed with the assigned work under general directions and work out the details by yourself?.....	.....	.....	.....
(2) Can you formulate your own line of attack upon a problem?.....	.....	.....	.....
(3) Do you do work which is not required?..	.....	.....	.....
(a) Look up new references?.....	.....	.....	.....
(b) Talk with others who are informed on the subject?.....	.....	.....	.....
(c) Go to source for further information? .....	.....	.....	.....
(d) Try to find new ways of doing things? .....	.....	.....	.....
(e) Bring original question to class?....	.....	.....	.....
(4) Do you try to find and correct your errors? .....	.....	.....	.....
(5) Do you enter actively into group activities, such as clubs, class parties, etc?...	.....	.....	.....
(6) Can you head a committee and carry out its plans successfully?.....	.....	.....	.....
(7) Do you volunteer your services when an emergency arises?
(8) Do you see things to do, without being told, and then do them?.....

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	Yes	No	Doubtful
(9) Do you have enough confidence in your own powers to strike out for yourself, that is, to be a leader rather than a blind follower?
(10) Are you on a constant lookout for new interests and new fields to conquer?.....
j. EFFICIENCY (Expertness; system; ability; alertness; promptness; punctuality)			
(1) Do you keep your work materials (paper, pen, pencils) conveniently placed so that no time may be lost?.....
(2) Do you hand in assigned work on the day that it is due?.....
(3) Do you start to work immediately without wasting time?.....
(4) Do you come to attention at once?.....
(5) Are you prompt in obeying bells or other signals?
(6) Do you try to see a problem clearly before you start to solve it?.....
(7) Do you keep your appointments on time? (a) Arrive at school on time?..... (b) On time at each class?..... (c) Appointments with your teacher?... (d) Appointments with friends?.....
(8) Do you try to understand what you are doing rather than merely try to memorize it?
(9) Do you have a definite time, a definite place, and a definite plan of study?.....
(10) Are you always on the alert to find a better way to do things?.....
k. RESPONSIBILITY (Trustworthiness; accountability; dependability)			
(1) Do you work as well when the teacher is out of the room or is busy as you do when she is watching you?.....
(2) If you are sent on an errand do you (a) Return as quickly as possible?.... (b) Deliver message and response accurately? (c) Not disturb others in the building?.. (d) Return with the errand completed satisfactorily?
(3) Do you leave things alone which you are told not to touch?.....
(4) Do you put books and materials back in place when you are through using them?
(5) Do you pass through the halls in an orderly manner?
(6) Do you arrange for someone else to perform a duty if you cannot be present?..
(7) Can the teacher rely upon everything which you report?.....
(8) If given a position of responsibility, will you enforce all rules impartially?.....
(9) Do you follow out the directions of the teacher to the best of your ability?.....
(10) Can you be trusted to handle valuable laboratory apparatus?

I. LOYALTY

(Dutifulness; fidelity)

	Yes	No	Doubtful
(1) Do you always uphold the good name of the school to which you belong?.....
(2) Do you observe the rules of the school cheerfully?
(3) Do you act honorably at all times so that you are a credit to the school?.....
(4) Do you always speak well of your friends?
(5) Do you stick to a friend who is in trouble?
(6) Do you keep confidences which others give you?
(7) Do you attend school contests whenever it is possible?.....
(8) Do you vote for student officers on the basis of their fitness for office?.....
(9) Do you cheerfully use any special talents which you may have for the good of the school?
(10) Do you report misdemeanors of other pupils which are to the detriment of the school?

III. SERVICE

(Helpfulness; unselfishness; benevolence; generosity; sympathy; altruism; kindheartedness; usefulness; coöperation)

(1) Do you coöperate with members of the student council in carrying out the policies which they formulate?.....	.....	.....	.....
(2) Are you willing to serve on committees and do your share in carrying out their functions? .....	.....	.....	.....
(3) Are you an active member of your club? .....	.....	.....	.....
(4) Are you kind to others less fortunate than yourself? .....	.....	.....	.....
(5) Do you respect the rights of others?....	.....	.....	.....
(6) Are you willing to give up your time for recreation to work for the welfare of the school? .....	.....	.....	.....
(7) Do you try to keep your companions from doing things which they should not?....	.....	.....	.....
(8) Do you make an effort to make new pupils in the school feel at home?.....	.....	.....	.....
(9) Do you coöperate with your teacher in carrying on the classroom activities?....	.....	.....	.....
(10) Do you take time to listen to another's "tale of woe" and try to cheer him up?..	.....	.....	.....

IV. SPORTSMANSHIP

(Fairmindedness; courtesy to opponents; square deal)

(1) Do you give your teacher as square a deal as you ask for yourself?.....	.....	.....	.....
(2) Do you always "play fair" and insist that others play fair in athletic contests?....	.....	.....	.....

	Yes	No	Doubtful
(3) Are you a good loser?.....
(a) Do you treat the winner in a courteous and generous manner?.....
(b) Cheer for the other side as well as your own?
(c) Abide by the decision of the impire, even though you think he is wrong?
(d) Cheer for your team as much in defeat as in victory?.....
(4) Do you carry your share of work without grumbling or shirking?.....
(5) Are you willing to do what the rest wish to do, even if you want to do something else?
(6) If you get into trouble, will you shoulder the responsibility without trying to shift it to someone else?.....
(7) Can you laugh when the joke is on yourself?
(8) Are you willing to sacrifice your own personal advantages for the welfare of the school?
(9) Do you take punishment which you deserve without sulking or malice toward the giver?
(10) Are you willing to acknowledge the superiority of others?.....

o. TACT

(The ability to deal with others without giving offense; diplomacy)

(1) Do you try to keep from saying things which will hurt the feelings of others?..	.....	.....	.....
(2) Do you avoid useless arguments with others whose ideas are already fixed?...	.....	.....	.....
(3) Do you refrain from "broadcasting" the short-comings or defects of others?.....	.....	.....	.....
(4) If another is embarrassed, do you try to turn the attention of the crowd to other matters? . . . . .	.....	.....	.....
(5) Do you know when to discuss matters privately rather than publicly?.....	.....	.....	.....
(6) Do you guard against bringing up unpleasant subjects? .....	.....	.....	.....
(7) Can you criticize others without giving offense? . . . . .	.....	.....	.....
(8) Do you consider the attitude of others before you express your opinion?.....	.....	.....	.....
(9) Do you refrain from pushing your way into places where you are not wanted?..	.....	.....	.....
(10) Do you ignore defects or mannerisms of others who are less fortunate than yourself? . . . . .	.....	.....	.....

NOTE: Miss Mildred E. Lincoln of the Monroe High School, Rochester, New York, has four "Self-Appraisal Questionnaire for High School Students,"—one for each of the four years of the high school. Miss Lincoln has also prepared a questionnaire for parents and another for continuation school pupils. These questionnaires have not been printed but mimeographed copies may be obtained from the author. Principals and counselors will find these questionnaires valuable in suggestions.

D. DEVELOPING A COMPREHENSIVE PROGRAM FOR EDUCATIONAL AND VOCATIONAL COUNSELING

1. *Improved Attitude Toward Counseling*

Every wide-awake secondary-school principal has long since realized the urgent need for *educational counsel* to aid pupils in making appropriate selections of educational opportunities through subjects, curricula, and schools. Likewise the recognition of the importance of individual differences has caused many principals to study the increasing demand for *vocational counsel* to assist all pupils in determining relative occupational possibilities as well as worthy interests and abilities. Fewer and fewer secondary-school administrators are now satisfied to conceive of the school's responsibility for educational and vocational counseling as being limited to occasional, haphazard conferences between pupils and teachers. Perhaps no single outcome of a recent country-wide investigation¹ is more significant to secondary education as a whole than the evidence which points to the unquestionable replacement of incidental and hit-or-miss practices in guidance with more trustworthy methods leading to purposeful election of curricula, wise choices of occupations, and saner adjustments in employment.

With few exceptions, the school representatives were agreed that the present complexities in social and economic life together with the rapid expansion in educational offerings have made direct and systematic counsel not only desirable but necessary. Undoubtedly this decision has been somewhat influenced by the rapid introduction of differentiated curricula in intermediate and junior high schools and the subsequent adoption of more specialized curricula in senior high schools and special vocational or part-time courses. Nevertheless, it is encouraging to observe these growing tendencies to help pupils who continue their schooling to plan their programs more wisely in secondary and higher education and to assist those who leave school with a minimum amount of preparation to choose their pursuits and training more thoughtfully. It obviously is this recognition of the school's obligation to the individual which has been primarily responsible for the development of more adequate counseling activities and the establishment of more suitable counselor organization in an increasing number of secondary schools.

This brief analysis of the changing attitude toward counseling practices in American secondary schools suggests that there never

¹Edgerton, A. H., *Vocational Guidance and Counseling*, pp. 29-45.

has been more concern about having youths from twelve to fifteen years of age and older encouraged to acquire knowledge and insight as a basis for judgment and choice. For many children, a secondary-school education now includes a reasonable amount of trustworthy assistance in securing desired information and perspective pertaining to educational opportunities, occupational possibilities, and employment requirements. The most comprehensive plans for vocational and educational counseling endeavor to provide continuous and systematic advisement services for pupils during their entire school attendance above the sixth grade, and also during the supervision of their early employment training and adjustment periods. The growing demands for unbiased guidance to aid young persons in adapting their individual aptitudes to appropriate studies and occupations imply the need for basing methods of counseling on scientifically determined evidence, whenever possible. Facts rather than opinions are required in order that the guidance services may help the child to diagnose his interests and capacities and to guide his own vocational and educational choices.

2. DEFINITE PROVISION FOR VOCATIONAL AND EDUCATIONAL COUNSELING

As a result of the recent developments in school counseling, there seems to be little doubt at present that it is incumbent upon the secondary school to assist young persons in their choice of, preparation for, and adjustment in vocations. Many school systems which have taken definite steps toward the establishment of organized vocational guidance on a comprehensive basis now provide their secondary-school principals with either part-time or full-time assistance by appointing counselors. To assume general responsibility for the problems of advisement, counselors should be relieved of classroom teaching and routine school work; they must have no disciplinary duties. The pupils who require discipline are generally the ones who need the most guidance. If these pupils are sent to the counselor for discipline, they will not seek guidance voluntarily. Such recognition of the importance of counseling as a special type of school service is most commendable.

Whenever the size of the school will permit the appointment of a full-time counselor, this should be done if the most successful counseling is to result; however, part-time counselor provision should not be delayed if a full-time worker cannot be employed.

In either case the person designated as counselor may be thought of as chairman of the various guidance services which are being harnessed to undertake the work of diagnosing the abilities and ambitions of individual pupils, of guiding their choices of educational and vocational opportunities, and of supervising their early employment contacts. This organization recognizes that a considerable amount of valuable guidance assistance will be contributed both individually and collectively by members of the teaching corps. In fact such a plan is found to aid all teachers in giving more and better counsel than was possible when every faculty member in general, and no one in particular, was concerned with the administration of some division of the guidance program.

As the work of counseling is of such vital concern, it is imperative that it be administered by persons possessing the needed equipment and training. The duties of each counselor demand a high standard in personality, in vision, and in training. The mistake is often made of assuming that men and women with many years of successful teaching experience will necessarily make the most successful counselors. Although teaching experience is an asset to a counselor, it is obvious that successful teaching experience alone will not suffice. In the smaller school systems, where adequate provisions for counseling have not been made, regular teachers in the school system have sometimes been designated as the counselors. This practice is often commendable if the teacher possesses desirable qualifications and is relieved of teaching so that he will have sufficient time to devote to counseling. In any case, the counselor should have a broad, comprehensive knowledge of occupational possibilities and educational requirements through first-hand contacts. The diagnoses and recommendations made must be based upon accurate knowledge, both of the individual whose case is under consideration and of the conditions affecting the individual's decision.

In the junior high-, senior high-, or part-time school where the principal has at least one counselor under his direction, the school is prepared to give occupational as well as educational information, to assist incoming pupils in choosing vocations for which they have ability and liking, and to help them in a very practical way to get the right start. The limits of the counseling service, however, do not stop at this point. When each pupil's natural inclinations and abilities have been discovered, he is further assisted by qualified persons in securing more specific information regarding his tentative choice. In addition, whenever future adjustments become

necessary, the counselor is expected to render both educational and vocational assistance. As the pupil's horizon broadens, he often changes his plans. This necessitates a change in his program, and the counselor needs to advise him how to make the change with the minimum loss and the maximum benefits. Counseling is thus considered as a continuous process; and its effects are observed to be far-reaching. It is frequently found to lessen the number of failures by causing the pupil to take a more serious attitude toward his school work, which he often considers as a means of happy entry into his chosen occupation. It is thus possible and desirable for every school system to arouse in pupils vocational interests and ambitions, to guide them toward definite and worthy purposes in life, and to supply them with information and experience which may aid their decisions. Such services are within the reach of every school system, regardless of its present enrollment and educational offerings.

Successful counseling can result only from subjecting each problem of individual diagnosis and guidance to exact and careful study.² Although common sense is important, the counselor will be dependent at all times on his knowledge of facts and principles involved in each case. Mere opinion must give way to facts secured through trustworthy investigation. Wherever possible, experimentally determined evidence should take the place of opinion. Sensitiveness to problems relating to effective counseling rather than reliance upon mechanical devices or psychological tests alone should characterize the work of the counselor. Although the counselor should make use of the results of intelligence tests, achievement tests, and aptitude tests, he should recognize the importance of interpreting each of these records as only one of the many factors resulting from testing pupils' abilities and interests in various ways through school and outside experiences. School counselors should be sufficiently familiar with the testing movement to avoid unnecessary misinterpretation of recorded test results. The actual construction and administration of psychological tests is usually considered as highly technical and desirably intrusted to persons with specialized training and experience. In general the success of the counseling will depend quite largely upon the exactness, conscientiousness, and comprehensiveness with which each problem is investigated.

² Bonser, F. G., "Necessity of Professional Training for Vocational Counseling," *Vocational Guidance Bulletin*, U. S. Bureau of Education, No. 14 (1914), pp. 37-42.

In most cases the individual interests and aptitudes will help determine the course to be followed at the outset, but a final decision should not be made until the supply and demand and other vocational conditions are definitely known. The success of the counseling program is found to depend not alone on the qualifications of those directly in charge, but also upon the adequacy of the provisions for collecting, evaluating, and imparting reliable information relative to the principal life callings. Consequently, it is the responsibility of the counselors and teachers for each school level to diagnose and to inspire the pupils as well as to present them with pertinent knowledge in order to broaden their occupational horizon in keeping with the spirit of each subject of instruction and the whole school organization of which the guidance activities must be an integral part.

3. DESIRABLE ORGANIZATION FOR SCHOOL COUNSELING

The actual provision and organization of personnel for counseling will necessarily depend upon the kind and size of the secondary school, as well as the number of such schools in the city system. In the Washington Junior High School at Rochester, New York, for example, it has been discovered that the most desirable type of counseling organization for a junior high school of two thousand pupils involves three teachers whose time shall be devoted to seventh, eighth, and ninth grade guidance work, respectively.³ Each of these teachers devotes half of his or her time to class instruction in the materials of the guidance course (the various curricula of the school, type studies in occupations, economic and legislative information necessary to industrial progress, the ethics of vocational life, etc.) and half time to individual counseling. Under such an organization, the seventh grade counselor is responsible for guiding the pupils in the initial choice of course, the eighth grade counselor for the supervision of changes on the part of pupils and for prevention of elimination, and the ninth grade counselor for satisfactory adjustments with the high school or with the job. Likewise in each of the senior high schools at Pittsburgh, Pennsylvania, at least one full time counselor is provided to assist boys and girls in the choice of their vocations as well as in the choice of preparation needed for successful entry and advance in these vocations.⁴

³ McGregor, A. L., "Counseling in the Junior High School," *Preliminary Yearbook Report of the National Vocational Guidance Association*, pp. 33-34.

⁴ Ryneanson, Edward, "Counseling in the Senior High School," *Preliminary Yearbook Report of the National Vocational Guidance Association*, p. 41.

While the size of the junior or senior high school located in a small community would not permit such a specialized degree of counselor organization, the same principles should operate as to the kind and quality of counseling activities and personnel provided. Of course the actual organization of the counseling work and personnel in any community should develop only as rapidly as expediency dictates. If the community has several secondary schools to serve the adequacy of the system of counseling will depend upon the organization of a central department of vocational guidance. The organization for such a department should include counseling and testing of individuals and groups, occupational studies in separate classes and through other subjects, issuance of working certificates, placement and employment supervision, and research studies and publications. If possible, an advisory committee or staff might well be selected in order that the interests of other educational departments as well as of labor and management may be served by this comprehensive organization. In any case, the department should be provided with appropriate organization, personnel, budget, offices, equipment, and other facilities to assure its success from the outset.

In addition to proper coördination of the provisions named in the preceding paragraph, the work of the counselor should embrace such problems as classifying of pupils; assisting in choices of courses, programs, and schools; aiding in choice of vocation; advising about guidance problems; assigning of scholarships; visiting homes and places of employment; and the like. The problems of instruction, counseling, occupational studies, working permits, placement, and follow-up work are so closely related that it is found advisable to provide supervisory assistance from the superintendents' office for all schools concerned in the city system. In some cities it is found most satisfactory to have coöperative written agreements between the guidance department and the attendance department, the research or psychological department, etc., as well as with outside associations. Frequent meetings and conferences with members of the staff, faculty, and organizations are important. While the central office in the larger cities might well provide the general supervision of school counseling and allied activities, the principal should be made directly responsible for the successful administration of this service in his junior high-, senior high-, or part-time schools.

4. CHIEF EMPHASIS IN COUNSELING SERVICES

The wise counselor for any school level will interpret his obligation as that of assisting pupils in extending their own powers of self-guidance rather than that of arbitrarily dictating to or choosing for them. He will welcome those who look to him for unbiased counsel on either school or occupational problems because of the opportunity for inspiring them to broaden their educational or vocational outlook by securing related facts and knowing how to use them. Each relationship established through personal interviews will be considered both sympathetically and confidentially, so that the pupils may have the confidence of someone who is sufficiently interested in their individual problems to arrange repeated personal interviews, if necessary, and to aid in understanding the conditions affecting each case.

The counselor will not only make it possible for boys and girls to discover their aptitudes and to develop their abilities; he will also bring them into first-hand contact with occupational conditions, reliable reading matter, successful specialists, and other sources of information which their particular cases may require. Information secured from cumulative record cards and the results of intelligence and achievement tests will be found invaluable in educational and vocational counseling. Even a general knowledge of those related human factors such as existing home conditions, present use of leisure time, and the like will be found helpful. Acquaintance with the occupational ambitions should be accompanied by as much insight as possible into the characters of those who possess such interests. The judgment of leaders in occupations will frequently prove to be of no small value in helping individuals to understand the demands of specific occupations before they begin to prepare for them. The counselor must fully appreciate that there is no part of the vocational guidance procedure most important than that of securing accurate information as to the existing conditions in an occupation, its comparative permanency, and its general wholesomeness.

When individual pupils have definitely decided to leave school early, either from choice or from necessity, the counselor will be challenged to arrange a program of productive work and study to help them to prepare for their chosen work. All should be encouraged to remain in training until they have secured at least a preliminary preparation for their life work. The counselor will make every effort to assist the prospective or present wage-earner

to adopt a program that will substitute some form of organized vocational training for the otherwise wasteful methods of "pick-up" training.

Another service of the counselor will be to coöperate with those in charge of placement and follow-up work. The problem of placing children in their chosen occupations involves adjustments that reach far beyond the immediate task of finding jobs or employment for them. If properly conducted this placement will differ from that of a commercial employment agency in the fact that the former is concerned mainly with the future as well as the present welfare of the individual, while the latter is concerned chiefly with the immediate needs of individuals who desire assistance either in hunting for jobs or in securing workers for hire. The counselor should insist that the actual placement worker recognize the importance of considering his immediate responsibility as only one part of that larger problem of assisting boys and girls to prepare for their occupational callings and to make a satisfactory adjustment in them.

Judging from the reports of 124 full-time and 211 part-time counselors in 143 cities of varying size, vocational counseling activities can and should be provided in all junior high schools, senior high schools, and part-time schools in order: (1) That pupils may have a better understanding of the nature of the work, methods of employment, and requirements for success in the important divisions of selected occupations (including the professions); (2) That they may have a fair appreciation of the problems and conditions confronting persons engaged in these positions; and (3) That they may become somewhat acquainted with the relative possibilities that are open in such pursuits. Although finding definite employment is accepted as an important service by a large number of schools, this is not recognized as the most urgent point of attack in vocational guidance at the present time by the majority of school authorities questioned.*

Increasing numbers of secondary-school systems are attempting to furnish all pupils with accurate knowledge concerning the relative opportunities and requirements in the social, economic, and larger personal aspects of important life callings. It is insisted that present-day complexities resulting from the changes in our social and economic development demand that adolescent pupils no longer be required to base these important choices and adjustments upon mere opinion or meager data. Despite this recognized need

*Edgerton, A. H., *Vocational Guidance and Counseling*, p. 174.

for providing adequate educational and vocational counsel to assist boys and girls in choosing intelligently both educational opportunities and life occupations, objections and criticisms will continue to be directed toward those practices which force unreliable information and unwarranted decisions upon youth. But in what grades can pupils profitably undertake studies about occupations without choosing at unnecessary immaturity? To what extent does school leaving during the secondary-education period suggest an answer?

Because of the large turn-over between the sixth and ninth grades some administrators are insisting that the guidance program be started on a systematic basis not later than the beginning of the seventh grade. A recent survey,* by B. E. McCormick, of one hundred eighty-two children in the public schools of LaCrosse, Wisconsin, emphasized this fact. The individuals of the group referred to were followed from 1920 to 1926. In 1920 the students were in the sixth A grade. By 1926 there had been sufficient time for them to complete the grades and the high school. The results of the survey showed that 31.9% of the original group had dropped out of school, or transferred to some other school by the end of the ninth grade; that another 12.38% had dropped out or transferred before completing the high-school course; or putting it in another way, 48.7% of the original group of one hundred eighty-two attended school continuously and graduated from high school, while 51.3% dropped out somewhere along the road. The record of this particular group was considerably better than that of some other cities, as established by figures recently published.

In John Stark's study† dealing with the characteristics of pupils in grammar grades and high schools, with respect to readiness to undertake studies about occupations, he is led to conclude that there is a pretty general agreement that the age of serious thinking is a variable quantity under ordinary conditions, since the age of adolescence is a period of so much shifting and changing of ideas and attitudes. At the same time, by charting all of the reactions obtained and plotting the points for an age curve, it is found that there appear to be three important periods for our consideration. The first period seems to center about the age of *twelve* and the second about the age of *fifteen*, whereas the third period is described as one ranging from about *eighteen to twenty-one* years, which is the period of entering into and trying out actual occupa-

*An unpublished report on a program for guidance in a public school system.

†*Studies about Occupations in the Public Schools*, U. S. Bureau of Education, No. 16 (1923), pp. 5-7.

tional experiences. Consequently, school counseling programs should respect such significant findings in determining the school level most appropriate for meeting the needs and furthering the interests of boys and girls during the junior high-school, the senior high-school, and the continuation-school periods, as well as during later stages of educational and vocational specialization and adjustment.

In addition to giving assistance in diagnosing pupil's needs, the counselor should coöperate with the different teachers in disseminating information relative to the nature of the work, the advantages and disadvantages, the qualifications and training, the possibilities, and the remuneration and advancement through reliable reading matter, group discussions, individual interviews, student reports, talks by specialists, and planned excursions. This organized information will supplement that which is imparted through the regular school subjects by presenting such related facts as can help pupils to weigh values and choose their future courses and life work.

5. PRESENT TENDENCIES AND PROCEDURES IN JUNIOR HIGH-SCHOOL COUNSELING

The "self-finding" emphasis of the junior high school with its differentiated curricula and exploratory provisions, implies both purposeful instruction and systematic counsel. Those demands which were chiefly responsible for the reorganization of upper-grade curricula, seem to urge the use of all available resources in preparing adolescent youth to make appropriate choices and adjustments, and to determine intelligently their own future work. Because of its tendency to respect individual needs based upon a recognition of differences in interests, capacities, and capabilities, the junior secondary school is deeply concerned in encouraging all pupils to remain in school until they are sufficiently prepared to choose, enter, and succeed in occupations suited to their likes and abilities.

Beginning in the seventh grade, pupils attending this type of school in small and large cities are now securing appreciative insight into a large number and variety of concrete experiences to explore, discover, and develop any tendencies in aptitude or ability for understanding and performing or for supervising and managing the life activities represented. Such exploration periods are being provided in a number of interesting and profitable units of

instruction selected from agricultural, industrial, household, commercial, and professional occupations. These organized contacts, as well as the extra-curriculum elections, are pursued by the pupils while they are continuing their so-called academic or liberal studies required of all. The plan when accompanied with reliable information and trustworthy counsel, is found to give pupils, teachers, counselors, and parents some sane basis for future educational adjustments and life work choices. Where the study of occupations is made a vital projection of the school contacts and outside experiences the individual pupils are better enabled to prepare for and enter into their life careers with more vision of the conditions, requirements, and possibilities in the divisions of work which they have chosen. The experience as reported by a number of schools has demonstrated beyond doubt that the procedure is causing the majority of pupils to continue through the ninth year and to enter the senior high school. It is often commented that the pupils being advised appear better able to choose their courses with wisdom and to make progress from the start. The counselors report improved attitude toward the deferring of definite occupational selection, which they attribute to the recent changes in upper-grade curricula and guidance emphasis.

Nearly all counselors hold conferences of a more or less personal nature with all pupils, either individually or in small groups, during the early part of the first year and at the time of school leaving for additional education or for wage-earning. Likewise most counselors have arranged periods when individuals may talk over such problems as changes of courses or schedules, failures of any sort, plans to leave school, plans for school and outside work, and the like. Because of the necessity of dealing with hundreds of pupils, a few counselors are making the mistake of depending almost entirely upon group conferences. While group conferences can be held with profit during each semester, each pupil should receive personal counsel as well, if the proper adjustment is to be made at the beginning and close of each semester. Neither group conferences nor classroom discussions can deal with personal problems with the privacy and intimacy which is suggested by the informal nature of the individual interview.

The initial interviews and conferences which are arranged with the seventh grade pupils who are entering the school for the first time, should encourage them to become acquainted with the various curriculum and extra-curriculum offerings and to think about the problems of their life work. The latter should not be delayed in

those schools where the differentiated curricula require pupils to make early selections of such tentative courses as general, commercial, technical (household and manual arts), agricultural, and industrial, as it is important to have them understand the types of occupational activity which each course represents. In this connection, some counselors have found it more satisfactory to meet the pupils in small groups at the outset, because of the desired stimulation which can come from pupils who feel free to discuss their present ambitions and plans before others who need encouragement. In any case, all pupils should be made to understand that they are perfectly free to consult the counselor whenever general or specific questions arise concerning problems within the school organization or in the selection of and preparation for their life work.

As a result of the adjustments through conferences and interviews in the seventh year, a part of the eighth and ninth years may be devoted profitably to those pupils who will not have made at least tentative plans for their future programs of study and work. In addition to the follow-up conferences with individuals, there is need for presenting occupational studies more systematically either through separate credit courses—"occupations," "vocational civics," "life careers," or "vocational information"—or through the regular school subjects—social studies, English, physical science, practical arts, etc.—or through both. Under no circumstances should the occupational studies be delayed later than the eighth year unless the assurance is had that none of the pupils will drop out of school until a later period. No pupil should be allowed to leave school without having given some consideration to kinds of work possible, constancy of demand for employment, working conditions, qualifications and training needed, possible rewards and advancement, and the like, if it can be avoided. Occupational studies may be extended by arranging group meetings to hear talks by those who are especially qualified to discuss topics and answer questions because of their successful experience in designated occupations. Such conferences are preferably made optional for those who have begun to ask questions and to show special interest in the topics under discussion, as only those individuals can benefit by the informal, technical discussions. The mistake is too often made of assuming that the pupils can be served by general assembly talks of an inspirational nature, which have a certain value but fall far short in assisting those who have made tentative decisions.

The ninth year should emphasize, even more strongly, the several advantages in making intelligent decisions for higher education or in making definite preparation for chosen occupations. Following the somewhat general exploratory or "try-out" experiences and occupational considerations begun in the seventh year, the eighth and ninth grade studies, conferences, interviews, and experiences should become more intensive and give special attention to the presentation of facts in keeping with the specific needs and interests of each pupil. This usually can be arranged with little administrative difficulty, as the pupils in these years are already grouped according to the courses which they are pursuing. For assisting individuals who are planning to continue their education in the senior high school, organized information about the courses of study from which the selections may be made are sometimes presented as early as the eighth year, although it is more often left for the ninth year. In either case, the general purposes of the senior high school sequences should be explained in order to aid the individual and his parents in making the final choice. If records are available on the results of both intelligence and achievement (educational) tests, they will be found helpful in suggesting suitable courses to prepare for the group of callings in which the individual would be most likely to succeed. If a complete record has been kept through the elementary school, valuable data will be available on his social, physical, and scholastic status as well. Otherwise, beginning in the seventh grade, simple but effective cumulative forms should be used to record the results of all tests (intelligence, aptitude, achievement, trade, etc.) and those inferences which have been derived from each pupil's performance inside and, so far as possible, outside of school. To be most helpful the records should include tangible evidences of the individual's abilities and inabilities as well as his likes and dislikes.

The counselor will need the full coöperation of both homeroom and classroom teachers in keeping adequate cumulative records. They naturally have more or less intimate contact with the pupils which makes their assistance valuable: (1) In reporting upon individual cases; (2) In imparting related occupational information; and (3) In making relationships clear between subjects of instruction and occupational endeavor. In the Washington Junior High School of Rochester, New York, a questionnaire plan is used to secure desired information about pupils from the parents, students, homeroom teachers, and special teachers, as follows:

- a. Information is requested from parents, which may indicate the economic status of the home, its educational ideals for the pupil, and a general picture of his life outside of school as represented by work and play activities.
- b. Information is asked of the students, which may suggest special likes and dislikes, tastes and aptitudes, a tentative choice of three occupations, reading matter voluntarily chosen, special educational and vocational ambitions.
- c. Information is secured from the homeroom teacher, which will reveal power qualifications, physical or mental defects, observable tastes and aptitudes, and character attitudes.
- d. Information is secured from the special teachers, which will stress any outstanding handwork and artistic abilities that should be fostered.

The questionnaires are preferably filled out during the seventh year prior to entrance of the pupils upon differentiated courses. The information is filed with the record of personal interviews in a folder marked with the pupil's name. Likewise the counselor keeps a record of any home visits made. Both the personal interviews and the home visits are used to supplement the questionnaire material by supplying needed information.

6. PRESENT TENDENCIES AND PROVISIONS IN SENIOR HIGH SCHOOL COUNSELING

The recent reorganization of American secondary schools has not only resulted in the new developments indicated in the seventh, eighth, and ninth grades but has also forced the discontinuance of similar objectives and activities in the upper grades of the high school. As assumed by the "self-finding" nature of the junior high school organization, the senior high school has become more specialized or vocational in emphasis. It now recognizes preparation for wage-earning pursuits, as well as preparation for college entrance. Consequently vocational and educational counsel are needed to assist those secondary-school pupils: (1) Who seek understanding of and insight into local occupations as a basis for future promotion in commercial, industrial, and allied vocations; (2) Who desire knowledge of occupations as a part of their training for leadership in various executive and managerial positions; (3) Who wish an

overview of the occupations to equip themselves better for semi-professional and professional careers. Because of the high-school mortality throughout the tenth and eleventh years, it is important that the counselors assist those who will enter vocations of a secondary grade as well as those who will enter the professions.

It is interesting to find that the majority of the school systems studied report that they are making no special attempt to emphasize proficiency in specific occupations before the ninth and tenth years, due mainly to their conviction that full-time employment offers little to boys and girls under sixteen years of age. Nevertheless, the differentiated curricula and greater specialization in the senior high school make a definite program for counseling necessary. The different types of high-school organization require somewhat different practices in school counseling. Then, too, the kind and quality of the counsel in the junior high school will help determine the procedure in the senior high school. With few exceptions, the counselor will need to supplement the earlier explanations of the high-school courses. He may also desire to have all incoming pupils fill out an initial information blank, unless the junior high-school cumulative records are found to be sufficiently complete. In this case, the counselor will be free to discuss studies and occupations with the pupils from the outset, as these records will be available in the office or room where the personal conferences are held.

Following the personal counsel at the beginning or close of the semester, group conferences should be arranged to discuss advantages of higher education and special training, requirements for admission to special courses, colleges, and universities, etc. The counselor will do well to encourage pupils to consult with him whenever they wish to ask questions pertaining to educational plans, occupational interests, subject failures, outside employment, schedule changes, school leaving, working permits, personal difficulties, and the like. He should also arrange to follow up and assist all pupils who have not been properly classified, in order that they may adjust themselves to the conditions that surround them. Of course, the counselor will recognize the value of the results of standardized tests for classification purposes; however, he also will interpret such records as only a part of the larger problem of testing the pupils' abilities and interests in various ways. In addition to test results, for example, inquiry should be made into the aptitudes and capacities of the pupils by means of the observable successes and failures which result from each work

and study experience. The inferences which teachers and others have derived from school and outside performances, should also be added to the cumulative record card.

In some instances the pupils will have enrolled in the senior high school without having had the advantages in counseling service as outlined for the seventh, eighth, and ninth grades. While the delay of all counseling activities until a period when only a selected group can be served is to be regretted, the counselor will make every effort to assist these pupils with their delayed guidance problems both through group conferences and individual interviews. With proper adaptation, he will use as many of the procedures suggested for the eighth and ninth grades as circumstances would make expedient, since the limited time would make it impossible and undesirable to attempt exposure to all that has been missed during the junior high-school period. This same condition will confront the four-year high school; however, pupils who have had little or no counsel in the seventh and eighth years can be served at least passably well during the ninth year, before the high-school course is finally chosen.

As in the intermediate or junior high school, much valued assistance can be given to pupils by the regular teachers through the enrichment of their courses by including vital occupational information, all of which supplements the personal services rendered by the grade-room teacher and counselor. Where general exploration and occupational information have been provided during the earlier grades of the secondary school, the later occupational considerations should give special attention to the presentation of facts in keeping with the varied interests and abilities of the learners. In addition to the individual and group conferences which are desirable from time to time, in order to acquaint pupils with the curricula of the school, training offered by other schools, conditions of employment, opportunities in the community, and the like, much profit can be derived from arranging conferences so that individual pupils may benefit by informal discussion of their questions with unbiased men and women who have been successful in their respective callings. The types of vocational information most frequently needed and called for by the pupils should be collected, evaluated, and filed for use. If distributed, such information should be prepared in a form which will make it most helpful for those concerned. The wise counselor divides his outside visiting time between home visiting and plant visitation, since he appreciates the importance of keeping in touch with conditions under which em-

ployees and employers are working just as he does with conditions under which children and parents are living.

Close coöperation should be established with the office which issues working permits to children who are leaving the full-time school. The counselor will consider it highly important that each applicant be interviewed at the school before a formal request for the working certificate is made at the office where it is issued. This procedure will assure the school representatives that all factors are considered by the children and their parents before the final wage-earning decision is reached. Similar relationships will be established with the visiting teacher and all persons who have occasion to investigate home and working conditions or to pass upon the advisability or necessity for individual children to leave school. Likewise, complete coöperation should exist between the counselor and the placement officers or coördinators in order that the advisement, placement, and adjustment of boys and girls may be based upon the total knowledge of the applicant's fitness for the employment desired. In some cases pupils are aided in securing part-time employment while attending school, although the majority of requests comes from those who desire positions upon leaving school or who wish to transfer to other employment. Where a central placement office exists, the coöperation of counselors is essential if the actual placement is to be followed by needed service in employment supervision and work adjustment, which is impossible in case the school makes its own placements. Furthermore, this coöperative relationship between the counseling and placement services provided is mutually helpful to schools and employers, since it results in an exchange of pertinent knowledge as well as a clearing house for all concerned.

7. PRE-ADMISSION COUNSEL

How can the affection of the elementary-school graduates be transferred to the high school and capitalized into loyalty for the new school with its strange teachers and surroundings? Again, the answer is: win their last teachers and their principals. Invite them to bring their pupils some afternoon to the high school for a program, an exhibition, or an inspection—or for all. Have the girls of the cooking class serve a lunch to their former principals and teachers, and a committee of pupils from each school repre-

NOTE: The following section has been inserted for those principals who find it necessary to adapt their guidance programme to the 8-4 type of organization.

sented in the high school to assist in showing the building to the pupils who are just finishing the elementary school.

In one high school, the entering pupils were given reserved seats at a cantata presented by the high-school pupils. Between acts the school song and yells were taught and reserved-seat tickets to a high-school baseball game were distributed. Before the game a picture was taken of the team and of all those who attended and used as the frontispiece to the course of study, a copy of which was given each entrant.

In another city, the counselor or high-school principal visits each elementary school and explains the meaning and value of the high-school curriculums. Upon his second visit he meets the pupils and their parents, if possible. He also shows the needs of training beyond the elementary school, what the public schools or the city or county have to offer, how the home and school can coöperate for the best interests of the pupil; he states the requirements for place on the honor roll or membership in the National Honor Society and urges all pupils who have definitely selected a college to send to the college registrar for a catalogue and to make sure that the college-entrance requirements are included in his high-school course. The counselor or high-school principal confers with the elementary-school principal and teachers about the choices made by the pupils. During this third and sometimes his fourth visit he has an individual conference with some of the pupils. Through the contacts the pupils feel that they know at least one person in the high school and are free to consult him about their many difficulties. These conferences do much to bridge the chasm, more imaginary than real, between the elementary and high school.

8. PRESENT TENDENCIES AND PROCEDURES IN PART-TIME SCHOOL COUNSELING

The rapid development of part-time or continuation schools in this country during the past few years, has resulted in a new form of education which is designed to serve boys and girls who are leaving the full-time school but are required by law to attend classes for a certain number of hours a week. The effectiveness of the instruction for these junior wage-earners depends to a large extent upon the development of individual instruction, practical guidance, and proper coördination. Consequently the counseling for part-time pupils is considered an indispensable part of the service rendered to these boys and girls. Wide differences in emphasis

will be found to exist for various groups in the same school. For example, vocational information will be considered of first concern to one group; continuation work for progress of the individual on his job will be stressed by another group; instruction for specific training in commercial, home service, or industrial pursuits will be given major attention by still another. For the vast majority of these pupils of compulsory age, however, one of the most urgent needs is for trustworthy information with which they may judge the possibilities and requirements for success in a number of available vocations.

It is the duty of the counselor and teachers to arrange both individual and group conferences for stimulating all pupils enrolled. The period of attendance in the part-time school is usually not more than one or two years, which suggests the need for systematic and continuous counsel from the outset. The counselor first informs new pupils about the provisions of the compulsory attendance law with special emphasis upon school attendance, working permits, and junior employment service. The coördinator, with the aid of the counselor and teachers, should attempt to connect the activities of the school, the occupation, the home, and the community. The nature of the coördinator's position allows him to assist the school staff in maintaining instruction which reflects the needs and interests of the junior workers. He also informs the employer of the educational possibilities which are, and can be, provided by the school with their coöperation. In visiting the boys and girls where they are employed, he checks up their progress in school and in employment; recommends adjustments in school courses to meet the occupational needs; assists in planning training courses in employment to parallel the school instruction, and, when a child is found to have outgrown a job, advises proper changes in employment.

The counselor, on the other hand, assigns pupils to their school programs, which are determined by current employment and occupational choice; recommends necessary adjustments in pupils' school programs; suggests desirable adjustments in employment to serve the interests of individual pupils; imparts vocational information to pupils, teachers, and sponsors; and recommends suitable applicants for positions to be filled by the placement officer. In addition to the general problems of choosing an occupation and preparing to succeed in it, first-hand studies of local establishments will be encouraged to help pupils form sound judgments about the conditions and demands in positions which are open to them.

The counselor will appreciate that the shortness of the part-time school attendance period makes it urgent that every pupil choose and begin a training program which may be continued with profit long after he leaves the school for full-time employment.

9. SUMMARY

During the past few years American secondary schools have been undergoing gradual reorganization in a serious attempt to assist *all* children, regardless of social status or future vocation, in meeting new and changing demands for many-sided service as members of families and of occupational and civic groups. This growing tendency to respect individual needs based upon a recognition of differences in interests, aptitudes, and abilities has resulted in differentiated curricula and organized counseling. The confusion due to the many complexities in social and economic life and to the corresponding expansion in educational offerings has made necessary some form of organized service to aid all children: (1) In diagnosing their likes and abilities for various kinds of work; and (2) In choosing their life work and educational preparation understandingly.

Now that school counseling (educational and vocational) is recognized as an integral part of the organized educational service of junior high schools, senior high schools, and part-time schools, principals are being provided with more or less qualified assistance by having part-time or full-time counselors appointed. The counselors, who are usually relieved of nearly all classroom teaching, disciplinary duties, and routine work, are enabled to work directly with, and to gain the confidence of, individual pupils through personal interviews and group conferences. Through close coöperation between the counselor and the grade-room and classroom teachers more and better counsel is being contributed by members of the teaching corps. The work of the counselor usually embraces such problems as classifying pupils; assisting in choices of courses, programs, and schools; assigning of scholarships; visiting places of employment and homes; and the like. It will be apparent that both the nature and extent of each of these services will necessarily vary with the needs and interest of the pupils as well as the size and organization of the junior high school, senior high school, or part-time school in question.

The person designated as counselor may be thought of as the chairman of the various guidance services which are being har-

nessed to undertake the work of diagnosing the abilities and ambitions of individual pupils, of guiding their choices of educational and vocational possibilities, and of supervising their early employment contacts and adjustments. Any diagnoses attempted must be based upon accurate knowledge, both of the individual case under consideration and of the conditions affecting his decision. Successful counseling is possible and desirable for every secondary school which would adopt trustworthy methods leading to purposeful election of curricula, intelligent choices of occupations, and better adjustments in scholastic and vocational work.

E. THE CASE METHOD

In the final analysis any guidance program must face the problem of the diagnosis and treatment of the individual. The technique of singling out the individual for personal study is known as the "case method." The method has been highly perfected in medical and clinical practice. However, it applies in any field of professional service in which the adjustment of the individual is a problem. It consists in the collection of the facts which have influenced the individual, in the analysis and interpretation of the facts, in the diagnosis of causative factors, and in the treatment designed to remove hindering causes and to bring about the harmonious adjustment of the individual.

Guidance cannot be given by formula. It is a process which requires exacting case knowledge and skillful technique. Its function is not determination, but direction and assistance which lead to self-discovery. The technique of the "case-method" if mastered by the counselor will enable him to serve in a scientific way.

The case-method as a scientific procedure in educational counseling and guidance has been treated by Reavis,¹ in vocational guidance by Brewer,² in classroom procedure by Waples,³ and in the teaching of ideals by Charters.⁴ The scope of this bulletin permits merely the mention of the work of these authors with the application of the "case method" to the problems of pupil guidance.

¹ *Pupil Adjustment in Junior and Senior High Schools*, D. C. Heath & Co., 1926.

² Brewer, J. M., and others. *Case Studies in Educational and Vocational Guidance*. Ginn & Co., 1926.

³ *Problems in Classroom Method*, Macmillan Co., 1927.

⁴ *The Teaching of Ideals*, Macmillan Co., 1927.

IV. ESSENTIAL FORMS AND RECORDS

A. PRINCIPLES AND PURPOSE OF FORMS AND RECORDS

Probably in no organization is there as great a diversity of opinion regarding the kinds and values of forms and record blanks as in our system of secondary schools. Superintendents, principals, teachers, specialists in administrative research, — all seem to think that the existing forms are inadequate, antiquated, and unsatisfactory. Much of the uneasiness and anxiety in pupil accounting is justifiable, especially when one sees how little information the average school official possesses concerning the individual entrusted to him for a period of years for education and training for life. The feverish effort and activity of administrative staffs, commercial printers, and manufacturers of office supplies and equipment attest the great and urgent need for adequate and satisfactory materials and techniques for pupil accounting in the secondary school.

A critical examination of the forms and records used in a large number of secondary-school systems indicates that school officials realize the necessity of employing modern equipment and devices for making data available concerning pupils. It also reveals conditions that are inexcusable if the forms and techniques are compared with those of well organized business corporations. The diversity of forms and sizes, and stocks shows that little consideration has been given to insure permanency or usefulness. Just as much criticism might arise, however, if records and forms should sink to a dead level of uniformity and regularity. Local conditions and needs should characterize the record system of the school. Included in the local needs should be data and information of general use and importance. There is a large amount of data common to all schools which are essential in all forms and records regardless of the system or locality.

1. *The Purpose of Records.* The purpose of records is to reveal the conditions that exist in the school regarding the pupil, and to furnish such information as the school and the home may need in the full development of the pupil's educational possibilities. The information must of necessity relate to the intellectual, physical, moral, social, and spiritual growth of the individual pupil.

2. *The Number and Character of the Forms.* The number and character of the forms which are needed in any system vary according to the size, the organization, and the type of the school. The number and the nature of the records and forms must be adapted to the needs and conditions in the school. The blanks should

be so organized that a maximum of data is available in a minimum amount of space. Data should be so organized and arranged that duplication is avoided unless essential. The assembling of data should be made easy. This is particularly necessary if teachers are responsible for any large amount of recording. Their time is too valuable to be expended in work that can be done by clerks, and at much less cost to the school. Adequate clerical assistance in the principal's office is the most efficient and economical method of recording data and making them easily available and usable. The forms should be so arranged that the clerk or teacher may supply a large amount of the information by means of simple check marks or by underlining words. Time and space may be saved if a system of records will permit data of a temporary nature to be recorded in pencil and erased or changed to a permanent record by copying with ink. Good ink, good paper, or card board, and convenient cabinets are essential for a permanent record system.

3. *Data Most Often Needed.* Since the pupil is the most important individual in the school and the latter is organized for his growth and development, it is necessary to have all the essential data available concerning him. It is necessary to know something of his ability to learn, his health, his moral and physical development, his attitude toward school, his attendance record, his school achievement, his social and economic status, and many other things not usually recorded. A system of records must provide such information in a manner capable of easy and accurate interpretation. These data should be recorded on cards or forms which may be classified under one or more of the following heads:

- a. Registration or Enrollment.
- b. Schedules or Programs.
- c. Permanent Records of Scholarship or Achievement.
- d. Records of Standardized Tests.
- e. Records of Traits, Habits, and Activities.
- f. Health and Physical Records.
- g. Placement and Adjustment Records.
- h. Vocational Data and Follow-up.
- i. Reports to Home, Officials, etc.
- j. Miscellaneous Forms for Special Uses and Needs.

On account of space it is impossible to give more than a few of the essential forms. The large school will probably employ most of the forms listed. The small school may not find it practicable to use all of them as the clerical and administrative force may not be adequate. Some of the forms may be abbreviated or omitted in the

organization of a record system. Some schools may desire to use individual file pockets or folders in which may be placed test manuscripts, notes from parents, records of absence, reports of interviews, and other data, to avoid the expense of transcribing the various items on forms.

B. SAMPLE FORMS

1. *Cumulative Scholarship Record.* The permanent scholarship record is the most important single form in the record system. It should contain the scholastic achievements of the pupil in the subjects taken during his secondary-school course. In systems where the junior and senior high-school organizations exist, the card should include a continuous record from the seventh grade through the twelfth. If the school system has a junior college additional record space should be provided on the cumulative card. The cumulative card should include census data, personal history, family history, placement data, interests, character appraisal, etc., in addition to scholarship and attendance records. Its purpose is to assemble as much essential data as possible on a permanent card for general use. The following sample has been prepared for use in regular four-year high schools; it may be used in the secondary schools having more or fewer than four years by changing the number of semester spaces.

For tables, see page 72.

2. *Cumulative Personal Record.* The cumulative personal record should contain the rating of traits, habits, characteristics, and activities. In importance this card is second to the permanent scholarship record form. Both cards are arranged so that records may be made by terms or semesters. The reverse side of the card provides space for test records.

3. *Conference, Adjustment, and Placement Record.* Unless records are made of the information secured about pupils through interviews held with parents, teachers, attendance officers, and others, who have come into intimate contacts with the individuals, valuable data are often lost. Memorandums should also be made after conferences with pupils in order that a record of the outcome or findings in the case may be accurately preserved.

If pupils leave school to accept positions records should be made of the essential facts to assist the counselor in following up the case in giving advice regarding readjustments. The record card should provide space in which notes can be kept that will give the counselor a mental picture of the case.

For tables, see page 73.

4. *Health and Physical Record.* The health and physical record should show the history of illness and physical defects or impairments. It contains the history of the health conditions of the home. The card will give a graphic record of the pupil by terms or semesters, if the examiner is systematic in his work. The reverse side of the card provides for diagnostic and remedial notes and follow up. The diseases listed are those of general prevalence among children. The list should conform to local health conditions.

For tables, see pages 77-78.

5. *Miscellaneous Forms.* There are many important forms in the organization and management of a school that are temporary in character. It is well to have such forms printed on small cards, three by five, or four by six inches. Because of the limitation of space, samples cannot be included. They may be secured from principals or counselors in any secondary school which has established a guidance department.

Cumulative Scholarship Record

NAME OF SCHOOL

Last Name		First Name		Middle Name		Male Female		White Negro Mongolian		Language Spoken in Home		Address (Pencil)		Check in Pencil Resident Non-resident		Birth Place Date		Check authority for birth data <input type="checkbox"/> Birth Certificate <input type="checkbox"/> Hospital Record <input type="checkbox"/> Mothers Statement <input type="checkbox"/> Fathers Statement <input type="checkbox"/> Oath	
Name of Parent or Guardian Father		Place of Birth		Nationality		Home Address (Pencil)		Occupation		Business Address (Pencil)		Telephone No. (Pencil)		F		M			
Mother Maiden Name		M		M		M		M		M		M		M		M			
Date and Grade Entered		Test given		Date		Rough Score 1-10		Retarded Normal Accelerated		Last School Attended		Address		Permanent Withdrawal Date		Cause		Units Transferred Units Earned	
Curriculum Entered		Age Years		Months		Date Graduated		Honors		Check when leaving School		Scholastic Preparation Poor, Fair, Good, Excel.		Seriousness of Purpose Poor, Fair, Good, Excel.		Personal Character Poor, Fair, Good, Excel.		Personal Appearance Poor, Fair, Good, Excel.	
Curriculum Completed		Age Years		Months		Rank		Scholarships Awards		Intellectual Promise School		Poor, Fair, Good, Excel.		Poor, Fair, Good, Excel.		Poor, Fair, Good, Excel.		Health and Vigor Poor, Fair, Good, Excel.	
Transfer Place		Date		Name of school or place of work		Term beginning		Special Interests and Abilities		Term ending or withdrawal date		Term beginning		Term ending or withdrawal date		Term beginning		Term ending or withdrawal date	
Home Room		H. R. Teacher		Grade		Classification		Home Room		H. R. Teacher		Grade		Classification		Home Room		H. R. Teacher	
List subjects by term or session. Record transferred and Summer-school credits in red ink.		Number of Weeks		Periods per Week and Length		List subjects by term or session. Record transferred and Summer-school credits in red ink.		Number of Weeks		Periods per Week and Length		List subjects by term or session. Record transferred and Summer-school credits in red ink.		Number of Weeks		Periods per Week and Length		List subjects by term or session. Record transferred and Summer-school credits in red ink.	
Credite or Units		Average		Examinations		Credite or Units		Average		Examinations		Credite or Units		Average		Examinations		Credite or Units	
1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		1st Quarter		2nd Quarter	
Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date	
Home Room		H. R. Teacher		Grade		Classification		Home Room		H. R. Teacher		Grade		Classification		Home Room		H. R. Teacher	
List subjects by term or session. Record transferred and Summer-school credits in red ink.		Number of Weeks		Periods per Week and Length		List subjects by term or session. Record transferred and Summer-school credits in red ink.		Number of Weeks		Periods per Week and Length		List subjects by term or session. Record transferred and Summer-school credits in red ink.		Number of Weeks		Periods per Week and Length		List subjects by term or session. Record transferred and Summer-school credits in red ink.	
Credite or Units		Average		Examinations		Credite or Units		Average		Examinations		Credite or Units		Average		Examinations		Credite or Units	
1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		1st Quarter		2nd Quarter	
Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date		Term ending or withdrawal date	
Home Room		H. R. Teacher		Grade		Classification		Home Room		H. R. Teacher		Grade		Classification		Home Room		H. R. Teacher	

Personal Record
Social Activities and Characteristics

NAME OF SCHOOL

Last Name	First Name	Middle Name	Address	Male	Female	White	Negro	Hispanic	Nationality	Birth Place	Date	Parent or Guardian Address
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RECORD OF SOCIAL ACTIVITIES, CHARACTERISTICS, HABITS, ETC.
Check Membership V. Abbreviate office held. Indicate Point of Value of Credit.

Date Term Ending.....												
Activities or Organizations.....												
School Activities.....												
Class Organizations.....												
Subject Societies.....												
Athletic Activities.....												

CHARACTER RATING

Record traits on 5 point scale. Average 3, above average 4, far above average 5, below average 2, far below average 1. Circle numbers and join by vertical graph.

Dated by.....												
Date of Term Ending.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Honesty and Truthfulness.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Courage, Moral and Physical.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Courtesy and Generosity.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Perseverance and Industry.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Obedience and Loyalty.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Leadership and Initiative.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Neatness and Orderliness.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Cooperation and Friendship.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Promptness and Dependability.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Thrifty and Economy.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345
Personality and Appearance.....	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345	12345

Habits or Characteristics likely to hinder success.

NAME OF SCHOOL:

RECORD OF TESTS.
Intelligence, Achievements, Prognostic, Etc.

[illegible]

Conference and Data Records.

ADJUSTMENT RECORD.

[illegible]

PLACEMENT RECORD:

Date of Leaving School. To College or Other School	Graduate	Curriculum	Address	Special Interests	Date
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EMPLOYMENT.

[illegible]

PHYSICAL RECORD.

Date of Examination	L-7	H-7	L-8	H-8	L-9	H-9	L-10	H-10	L-11	H-11	L-12	H-12
Name of Examiner												
Grade in School												
Weight in Pounds												
Weight in Inches												
Eyes Left												
Eyes Right												
Ears Left												
Ears Right												
Adenoids												
Teeth												
Tongue												
Scalp												
Skin												
Posture												
Spine												
Chest												
Heart												
Lungs												
Feet												
Chorea												
Digestion												
Nutrition												
Other Factors												
Physically Fit for												
Gymnasium												
Athletics												
Games												

Code (check) Normal V, Minor Defect X, Notice to Parent XX, Immediate attention desirable XXX, Not examined III,
Cured or Corrected C, Improved +, Worse -, Excluded E (Date), Re-admitted R (Date)

V. BIBLIOGRAPHY

Acknowledgment is hereby made of many excellent bibliographies found in books dealing with vocational guidance and its problems. This bibliography is far from complete. However, it contains a selected list of texts and articles that will be especially helpful to principals, teachers, counselors, placement officers, and others interested in counseling and guidance.

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In the preparation of the forms found in this report, the Committee is deeply indebted to a large number of school systems whose records and forms were made available. Free use was made of magazines and yearbooks of a professional nature. Special acknowledgments are made for the use of the books and materials which are listed below.

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